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ABSTRACT

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up school component of the National Education Longitudinal Study of 1988 (NELS:88) and to provide the necessary documentation for use of the data file. Chapter 1 contains an overview and the history of the NELS:88 and the studies it comprises. Chapter 2 is a general description of the data collection instruments used in the NELS:88 second follow-up. Sample design and weighting procedures are documented in Chapter 3, including standard errors, design effects, and nonsampling measurement errors. Data collection procedures, schedules, and results are presented in Chapter 4. Chapter 5 describes data control and preparation, and Chapter 6 describes data processing. Chapter 7 describes the organization and contents of the data file and provides suggestions for using it. Fourteen appendixes provide details about the study, the survey questionnaires, guidelines, and a glossary. Twelve figures and 17 tables present information about the survey and its components. (SLD)

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NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual **September 1994**

National Education Longitudinal Study of 1988

Second Follow-Up: School Component Data File User's Manual

Contractor Report

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"The purpose of the Center shall be to collect, analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up school component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file.

Use of the data set does not require the analyst to be a sophisticated statistician or computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data file and how to use it. **Chapter VII and Appendix D, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix D will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on the design and conduct of the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 second follow-up.

The sample design and weighting procedures used in the second follow-up study are documented in Chapter III, as well as standard errors and design effects and non-sampling measurement errors.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, editing, and data retrieval. Chapter VI describes data processing activities including machine editing, and construction of the cleaned data tape. Finally, Chapter VII describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES publications; an overview of the content of the school administrator survey; guidelines for Statistical Analysis System (SAS) users; the NELS:88 school questionnaires; lists of items for which data was retrieved; the items included in an abbreviated version of the questionnaire; the record layout for the school questionnaire; descriptions of the school composite variables; and a school codebook. A glossary of terms used in NELS:88 constitutes the final section of the manual.

In addition to the study described in this manual, a number of supplemental NELS:88 components and related education studies are also described in Appendix A. These studies include: the High School and Beyond (HS&B) base year files; merged HS&B first, second, third, and fourth follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 second follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under the Privacy Act and Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protection. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgements

A study such as this is built first and foremost upon the students, dropouts, parents, school administrators, and teachers who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have assisted in the implementation of NELS:88.

We are grateful to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, chief of the Longitudinal and Household Studies Branch; Peggy Quinn, project officer for the second follow-up; as well as other branch staff--Ralph Lee, Shi-Chang Wu, and Jerry West--contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division supplied statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88: Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon (formerly of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education). We are grateful for their efforts.

In addition, we would like to express our appreciation of the contribution of the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 Technical Review Panel. The panelists--Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall S. Smith, and John Stiglmeier--provided wise counsel on many a difficult issue of design, instrumentation and implementation. Aaron Pallas, Joan Talbert, Leigh Burstein, Anthony Bryk, and Senta Raizen, as consultants to the second follow-up, also contributed importantly to the design and ultimate success of the study.

Steven J. Ingels was overall NELS:88 Second Follow-Up project director. Lisa Thalji, assisted by Paul Pulliam and Jim Stipe, was project manager for the school component. John Baldridge performed extensive data cleaning, item nonresponse analysis, and quality control of the data files. Laura Reed and Virginia Bartot were the data processing managers, and Martin R. Frankel was the task leader for sampling and statistics. Miriam K. Clarke provided counsel on management issues in the main study, and Leslie A. Scott contributed to the conceptualization and development of file specifications and composite variables. Donald A. Rock and Judith M. Pollack of Educational Testing Service were the task leaders for cognitive test development.

The authors also wish to acknowledge those who contributed to the production of this manual. Kenneth A. Rasinski performed the confidentiality disclosure analysis. Programmers Gloria Rauens, Doug Barge, Shiow-Ling Tsai-Ma, and Michael Ma painstakingly constructed the composites, data file, and also generated statistics reported throughout the manual. Our appreciation is also extended to Cynthia Mathews and Karen Sutherlin for their patience and thoroughness in the production of the manuscript. Finally, we would like to thank the National Opinion Research Center field and telephone center interviewers and supervisors who with such energy and determination collected the NELS:88 data.

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I. Introduction

This manual provides guidance and documentation for users of the public release data for the school component of the National Education Longitudinal Study of 1988 (NELS:88). These school data were reported by the school administrator, the administrator's designee, or were drawn from external sources. Information about the purpose of the study, the data collection instruments, sample design, data collection, and data processing procedures is presented in this manual.

1.1 The NELS:88 Second Follow-Up School Administrator Survey

The primary purpose of the school administrator survey was to gather general descriptive information about the educational settings in which individual NELS:88 students were enrolled in the spring of the 1991-92 school year. Information obtained through the survey is intended to meet the following objectives: to assist in describing the learning environment and experiences of twelfth-grade students, and to assist in distinguishing among different characteristics of schools and the effects of such characteristics on the transitions of students from tenth grade to twelfth grade and beyond.

A self-administered, forty-five minute, school administrator questionnaire was completed by the school administrators of eligible schools. The questionnaire was designed to collect information about school, student, and teacher characteristics; school policies and programs; and school governance and climate.

1.2 The Second Follow-Up School Administrator Sample

Although the NELS:88 second follow-up includes five separate respondent populations (school administrators, students, dropouts, parents, and teachers), only the student and dropout sample members were selected directly by probability sampling methods. The school administrators, teachers, and parents were selected for the study to provide contextual data which complements data collected directly from the students and dropouts. The second follow-up school administrator sample consists of the school principals and headmasters of all NELS:88 schools with sample members still in attendance as of February 1992. Additional information about the school sample is presented in Chapter III of this manual.

1.3 Structure of the School Administrator Data File

The second follow-up school data file contains data for 1374 schools for which a school administrator questionnaire was collected. A school questionnaire was obtained from 97.1 percent of the participating schools in which at least one student completed a questionnaire. The school file has been structured with respect to the NELS:88 student component; thus, frequencies appearing in the codebook are keyed to second follow-up student respondents (N=16,311). No school identification (ID) numbers are provided on second follow-up school public use data file. However, on the school restricted use data file, a school identification number is provided as well as a student-level flag which indicates whether the student was enrolled at the same school at the time of first follow-up and second follow-up data collection.

Data users should exercise caution in creating school-level measures from NELS:88 student data. In-school NELS:88 twelfth-grade samples are not necessarily representative of all twelfth graders in the school, and the number of sampled students clustered in a NELS:88 school is often quite small. The forthcoming NELS:88 school effectiveness study data will provide a probability sample of schools and a much larger sample (typically thirty or more observations per school) of students who are indeed representative of twelfth-grade students in their schools.

In view of the importance of school-level data for student-level analyses, a number of key classification variables were created from the school data and attached to student records on both the school and student component data files. Some school-level data, such as school control, enrollment, Census region, and urbanicity, are available even for students who were enrolled in schools in which the school administrator did not complete a school questionnaire. For the 2.9 percent nonresponding school administrators, this information was obtained from the Quality Education Data (QED) files. Refer to Appendix L for a description of the school composite variables.

1.4 Organization of the Data User's Manuals

NELS:88 data sets have been produced in both public use and restricted use form. The **public use** data files reflect alteration or suppression of some of the original data imposed to minimize the risk of statistical disclosure of the identity of responding individuals and institutions. The **restricted use** files preserve the original data free of all confidentiality edits. Data files with high disclosure potential, specifically the transcript file and the school effectiveness study file, are available in restricted form only. This manual may be utilized with both the public use and restricted use data files. Variables that were modified or suppressed on the public use files, but appear on the restricted use version of the data, are included in the codebook. A more detailed discussion of measures used to preserve respondent confidentiality, and of procedures for gaining access to restricted use data, may be found in section 1.8 of this manual.

In addition to documentation for the restricted use transcript and school effectiveness study data files, one manual has been produced to accompany each of the five public release files (student, dropout, parent, teacher, and school) for the NELS:88 second follow-up. Each manual furnishes the user with information and documentation about NELS:88 and the specific public release data file.

While this manual is intended for use with the second follow-up school administrator component data, a data file user's manuals was also produced and released to accompany each of the four public release data files of the base year and each of the four public release data files in the first follow-up surveys. Information on these publications and other documentation for NELS:88 is discussed in section 1.8 of this manual.

1.5 Overview

1.5.1 NCES's National Education Longitudinal Studies Program

The U.S. Department of Education's National Center for Education Statistics (NCES) is mandated to "collect and disseminate statistics and other data related to education in the United States" and to "conduct and publish reports on specific analyses of the meaning and significance of such statistics" (Education Amendments of 1974-Public Law 93-380, Title V, Section 501, amending Part A of the General Education Provisions Act).

Consistent with this mandate and in response to the need for policy-relevant, time-series data on nationally representative samples of elementary and secondary school students, NCES instituted the National Education Longitudinal Studies (NELS) program. The general aim of the NELS program is to study the educational, vocational, and personal development of students at various grade levels, and the personal, familial, social, institutional, and cultural factors that may affect that development. The NELS program currently consists of three major studies: the National Longitudinal Study of the High School Class of 1972 (NLS-72); High School and Beyond (HS&B); and the National Education Longitudinal Study of 1988 (NELS:88). Taken together, these studies represent the educational experience of youth from three decades--the 1970s, 1980s, and 1990s. Figure 1-1 illustrates the increasing number of issues that have become part of NCES's National Education Longitudinal Studies research agenda. A brief description of these studies follows.

1.5.2 The National Longitudinal Study of the 1970s: NLS-72

The first of the NELS projects, the National Longitudinal Study of the High School Class of 1972 (NLS-72), began in the spring of 1972 with a survey of a national probability sample of 19,001 seniors from 1,061 public, secular private, and church-affiliated high schools. The sample was designed to be representative of the approximately three million high school seniors enrolled in more than 17,000 schools in the spring of 1972. Each sample member was asked to complete a student questionnaire and a 69-minute test battery. School administrators were also asked to supply survey data on each student, as well as information about the schools' programs, resources, and grading systems. Five follow-ups, conducted in 1973, 1974, 1976, 1979, and 1986, have been completed.

In addition to background information, the NLS-72 base year and follow-up surveys collected data on respondents' educational activities, such as schools attended, grades received, and degree of satisfaction with their educational institutions. Participants were also asked about work experiences, periods of unemployment, job satisfaction, military service, marital status, and children. Attitudinal information on self-concept, goals, participation in political activities, and ratings of their high schools are other topics for which respondents have supplied information.

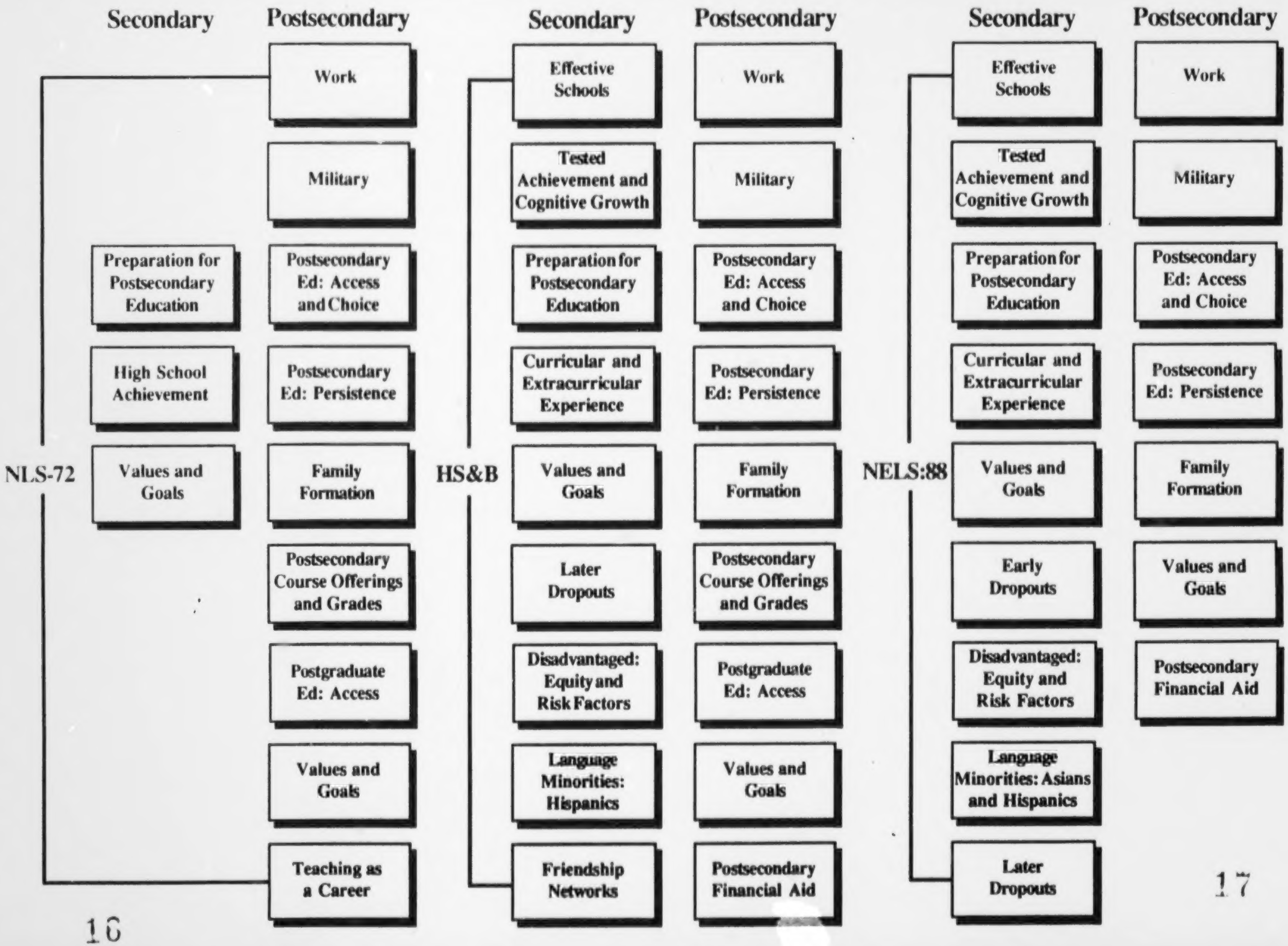
1.5.3 High School and Beyond of the 1980s: HS&B

The next major longitudinal study sponsored by NCES was High School and Beyond. HS&B was initiated in order to capture changes that had occurred in education-related and more general social conditions, in federal and state programs, and in the needs and characteristics of students since the time of the earlier survey. Thus, HS&B was designed to maintain the flow of education data to policymakers at all levels who need to base their decisions on data that are reliable, relevant, and current.

Base year data collection was conducted in the spring of 1980. Students were selected using a two-stage probability sample with schools as the first-stage units and students within schools as the second-stage units. Unlike NLS-72, HS&B included cohorts of both tenth and twelfth graders. Since the base year data collection in 1980, four follow-ups of the HS&B cohorts have been completed: one in the spring of 1982; one in the spring of 1984; one in the spring of 1986, and (for the sophomore cohort only) one in the spring of 1992.

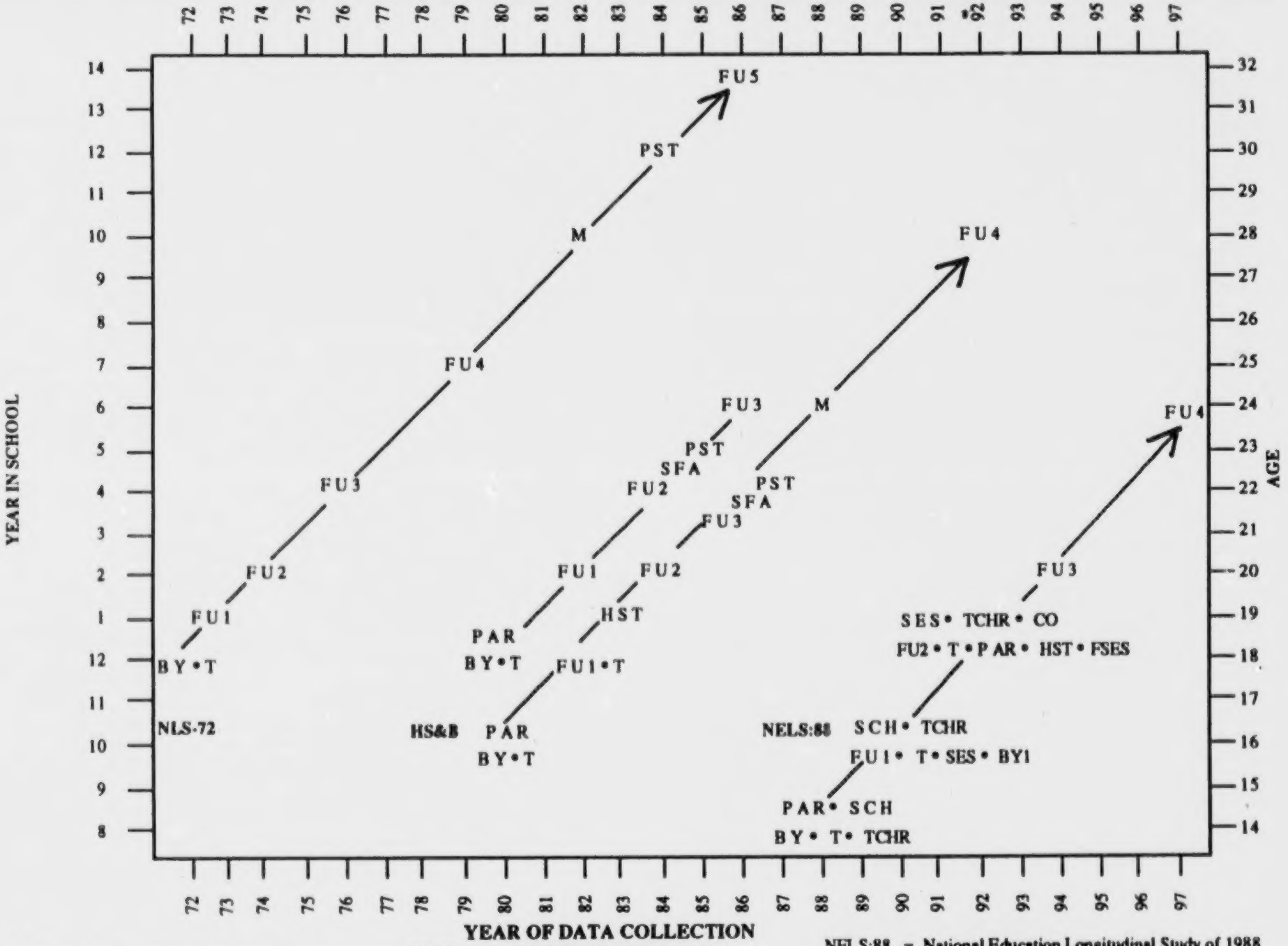
The four NELS program cohorts (NLS-72 seniors, the HS&B sophomores and seniors, and NELS:88 eighth graders) are displayed in Figure 1-2 according to their initial and subsequent survey years and their modal age at the time of each survey. As illustrated, NLS-72 seniors were first surveyed in 1972 at age eighteen and have been resurveyed five times since, with the last survey occurring in 1986 when these respondents were about thirty-two years of age. The HS&B cohorts have been surveyed at points in time that would permit as much comparison as possible with the time points selected for NLS-72. NELS:88 is designed to fit into this larger analytical scheme. The NELS:88 first follow-up

Figure 1-1: Development of key research issues for the NCES National Education Longitudinal Studies Program



NLS-72		HS&B		NELS:88	
Secondary	Postsecondary	Secondary	Postsecondary	Secondary	Postsecondary
	Work	Effective Schools	Work	Effective Schools	Work
	Military	Tested Achievement and Cognitive Growth	Military	Tested Achievement and Cognitive Growth	Military
Preparation for Postsecondary Education	Postsecondary Ed: Access and Choice	Preparation for Postsecondary Education	Postsecondary Ed: Access and Choice	Preparation for Postsecondary Education	Postsecondary Ed: Access and Choice
High School Achievement	Postsecondary Ed: Persistence	Curricular and Extracurricular Experience	Postsecondary Ed: Persistence	Curricular and Extracurricular Experience	Postsecondary Ed: Persistence
Values and Goals	Family Formation	Values and Goals	Family Formation	Values and Goals	Family Formation
	Postsecondary Course Offerings and Grades	Later Dropouts	Postsecondary Course Offerings and Grades	Early Dropouts	Values and Goals
	Postgraduate Ed: Access	Disadvantaged: Equity and Risk Factors	Postgraduate Ed: Access	Disadvantaged: Equity and Risk Factors	Postsecondary Financial Aid
	Values and Goals	Language Minorities: Hispanics	Values and Goals	Language Minorities: Asians and Hispanics	
	Teaching as a Career	Friendship Networks	Postsecondary Financial Aid	Later Dropouts	

Figure 1-2: Research design for the NCES National Education Longitudinal Studies (NELS) program



NLS-72 = National Longitudinal Study of the High School Class of 1972
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
FU5 = Fifth follow-up data collection
M = Maintenance of address date
PST = Postsecondary education transcripts
T = Cognitive test administration

HS&B = High School & Beyond: 1980
BY = Base year data collection
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
M = Maintenance of address data
PAR = Survey of parents
PST = Postsecondary education transcripts
SFA = Student financial aid records
T = Cognitive test administration

NELS:88 = National Education Longitudinal Study of 1988
BY = Base year data collection
BY1 = Base Year Ineligible Study
FSES = Followback Study of Excluded Students
FU1 = First follow-up data collection
FU2 = Second follow-up data collection
FU3 = Third follow-up data collection
FU4 = Fourth follow-up data collection
HST = High school transcripts
CO = Course offerings
PAR = Survey of parents
SCH = School administrator survey
SES = School effectiveness study
T = Cognitive test administration
TCHR = Survey of teachers

sophomore class of 1990 parallels the HS&B sophomore class of 1980; similarly, the second follow-up senior class of 1992 will parallel the 1980 and 1982 HS&B, and 1972 NLS-72 senior classes.[1]

1.6 The National Education Longitudinal Study of 1988 (NELS:88): Overview

The **base year** of the National Education Longitudinal Study of 1988 (NELS:88) represented the first stage of a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into postsecondary institutions or the work force. This study of the 1988 eighth-grade cohort collects data about educational processes and outcomes pertaining to student learning, predictors of dropping out, and the effects of schools on students' access to programs and equal opportunity to learn.

The **first follow-up** in 1990 provided the first opportunity for longitudinal measurement of the 1988 baseline sample. It also provided a comparison point to high school sophomores ten years before, as studied in HS&B. The study captured the population of early dropouts (those who leave school between the end of eighth grade and the end of tenth grade), while monitoring the transition of the student population into secondary schooling. Freshening the NELS:88 sample to represent the tenth-grade class of 1990 makes trend comparisons with the HS&B sophomore cohort possible.[2]

The **second follow-up** took place in 1992, when most sample members entered the second term of their senior year. The second follow-up provides a culminating measurement of learning in the course of secondary school, and also collects information that will facilitate investigation of the transition into the labor force and postsecondary education after high school. Freshening the NELS:88 sample to represent the twelfth-grade class of 1992 makes trend comparisons with the senior cohorts that were studied in NLS-72 and HS&B possible. The NELS:88 second follow-up resurveyed students who were identified as dropouts in 1990, and identified and surveyed those additional students who left school after the first follow-up.

The **third follow-up** is occurring in 1994, when most sample members will be in postsecondary education or in the labor market. The goals of the 1994 round are to provide data for trend comparisons with NLS-72 and HS&B, and to continue cross-wave comparisons with previous NELS:88 rounds. The third follow-up will permit researchers to assess the effect of eighth-grade and high school curricular experiences on postsecondary education choice. The third follow-up will provide the means by which access of individuals with different backgrounds to quality educational institutions can be examined. The third follow-up will facilitate study of the influences of high school education experiences on postsecondary education and employment opportunities and choices. Labor force participation, postsecondary persistence, curricular progress, and family formation are further research topics which will be explored by the third follow-up. Additionally, the third follow-up will provide a basis for assessing how many dropouts have returned to school and by what route, and will measure the access of dropouts to vocational training programs and to other postsecondary institutions. A **fourth follow-up** will take place in 1997 or 1998.

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[1] Note, however, that the HS&B 1980 sophomore cohort in 1982 does not strictly constitute a representative sample of the nation's 1982 seniors, but rather a representative sample of 1980 sophomores two years later. Because of the sample freshening that took place in NELS:88 (but not in HS&B), the subset of NELS:88 sample members who were high school seniors in the spring of 1992 are nationally representative of seniors and are comparable to the NLS-72 and HS&B 1980 probability samples of twelfth graders.

[2] The process referred to here as "freshening" added students who were not in the base year sampling frame, either because they were not in the country or because they were not in eighth grade in the spring term of 1988. The 1990 freshening process provided a representative sample of students enrolled in tenth grade in the spring of 1990. The 1992 freshening process provided a representative sample of students enrolled in twelfth grade in the spring of 1992.

1.6.1 NELS:88 Study Objectives

NELS:88's major features include the integration of student, dropout, school, parent, and teacher studies; the initial concentration on an eighth-grade student cohort with follow-ups at two year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Multiple research and policy objectives are addressed through the NELS:88 design. The study is intended to produce a general purpose data set for the development and evaluation of federal educational policy. Part of its aim is to inform decision makers, education practitioners, and parents about the changes in the operation of the educational system over time, and the effects of various elements of the system on the lives of the individuals who pass through it. Specifically, NELS:88 focuses on a number of interrelated policy issues including: identification of school attributes associated with achievement; the transition of different types of students from eighth grade to secondary school; the transition of secondary students to postsecondary education or the work force; the influence of ability grouping and program type on future educational experiences and achievements; determinants of dropping out of the educational system; and changes in educational practices over time. One of the defining features of NELS:88 is the extensive attention it gives to the role of parents. The second follow-up parent survey (the parent survey was also conducted in 1988) gathered data on the effect of parents' attitudes and behaviors on educational or career choices, financial preparation for postsecondary education, the correlates of active parental involvement in the school, and the parent's role in the educational success of their children. Appendix C provides an overview of some of the key policy issues of education research and the second follow-up student, dropout, and school administrator items which are related to them.

The NELS:88 design enables researchers to conduct analyses on three principal levels: cross-wave, cross-sectional at a single time point, and cross-cohort by comparing NELS:88 findings to those of HS&B and NLS-72. The first of these levels provides NELS:88 with its primary objective: to serve the purposes of longitudinal measurement. The sampling and data collection designs give priority to maintaining and surveying a substantial number of base year sample members, as well as to sustaining overlapping but analytically distinct cohorts of sophomores and seniors.[3] Users of NELS:88 data will be able to study the effect of a wide variety of factors on students' educational and professional attainment. The longitudinal data gathered from students, and augmented through parent, teacher, school administrator, and school record (for example, academic transcripts) accounts of students' progression and development, will facilitate scrutiny of various facets of students' lives--their problems and concerns, their relationships with parents, peers, and teachers, and the characteristics of their schools--and permit examination of the impact of these factors on social, behavioral, and educational development.

The second analytic level within NELS:88 is cross-sectional. By beginning with a cross-section of 1988 eighth graders, following a substantial subsample of these students at two-year intervals, and freshening the 1990 and 1992 samples to obtain representative national cross-sections of tenth and twelfth graders, the study also provides a statistical profile of America's eighth graders, high school sophomores, and high school seniors.

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[3] Sample freshening in the first follow-up ensured the existence of a nationally representative sophomore cohort as well. *All* 1990 tenth graders have been retained in the 1992 sample.

Finally, NELS:88 has been designed to provide researchers with data for drawing comparisons with previous NCES longitudinal studies. After the release of NELS:88 first follow-up data, researchers were able to conduct trend analyses with the 1980 sophomore cohort of HS&B. With completion of the NELS:88 second follow-up, comparisons may be made among NELS:88, HS&B, and NLS-72 senior cohorts. To facilitate cross-cohort comparisons, many of the content areas contained in the HS&B base year survey were repeated in each wave of NELS:88, and data processing and file conventions have been kept consistent, to the maximum extent feasible, with HS&B and NLS-72. For users specifically interested in conducting trend analyses of NLS-72, HS&B and NELS:88 data, further information on content and design similarities and differences between these three studies is presented in Appendix D of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*. Figure 1-3 lists the NELS:88 survey components, instruments, and modal grades for the base year, first follow-up, and second follow-up. Figure 1-4 illustrates the longitudinal design of NELS:88.

1.6.2 Base Year Study and Sample Design

The base year study design comprised four components: surveys and tests of **students**, and surveys of **school administrators, parents,** and **teachers**. A student questionnaire gathered information about basic background variables and a range of other topics including school work, educational and occupational aspirations, and social relationships. Students also completed a series of curriculum-sensitive cognitive tests to measure educational achievement and cognitive growth between eighth and twelfth grades in four subject areas--reading, mathematics, science, and social studies (history/government). A school administrator questionnaire was completed by school principals or headmasters. It gathered descriptive information about the school's teaching staff, the school climate, characteristics of the student body, and school policies and programs. One parent of each student was asked to respond to a parent survey intended to measure parental aspirations for children, family willingness to commit resources to children's education, the home educational support system, and other family characteristics relevant to achievement. Finally, selected teachers in two of the four subject areas completed a teacher questionnaire designed to collect data about school and teacher characteristics, evaluations of the selected students, course content, and classroom teaching practices.

In the NELS:88 base year, a two-stage stratified probability design was used to select a nationally representative sample of eighth-grade schools and students. Schools constituted the primary sampling unit; the target sample size for schools was 1,032. A pool of 1,032 schools was selected through stratified sampling with probability of selection proportional to eighth-grade size and with oversampling of private schools. A pool of 1,032 replacement schools was selected by the same method. Of the 1,032 initial selections, 30 proved to be ineligible. Of the 1,002 eligible selections, 698 participated. An additional 359 schools (supplied by alternative selections available from the replacement pool) also participated, for a total school sample of 1,057 cooperating schools, of which 1,052 schools (815 public schools and 237 private schools) contributed usable student data. For 1,035 of these 1,052 schools, both student and school administrator data were received. In the NELS:88 base year design, students were the secondary sampling unit. The second stage--student sampling--produced a random selection of 26,432[4] students among participating sampled schools, resulting in participation by 24,599 spring term 1988 eighth graders. On average, each of the participating schools was represented by 23 student

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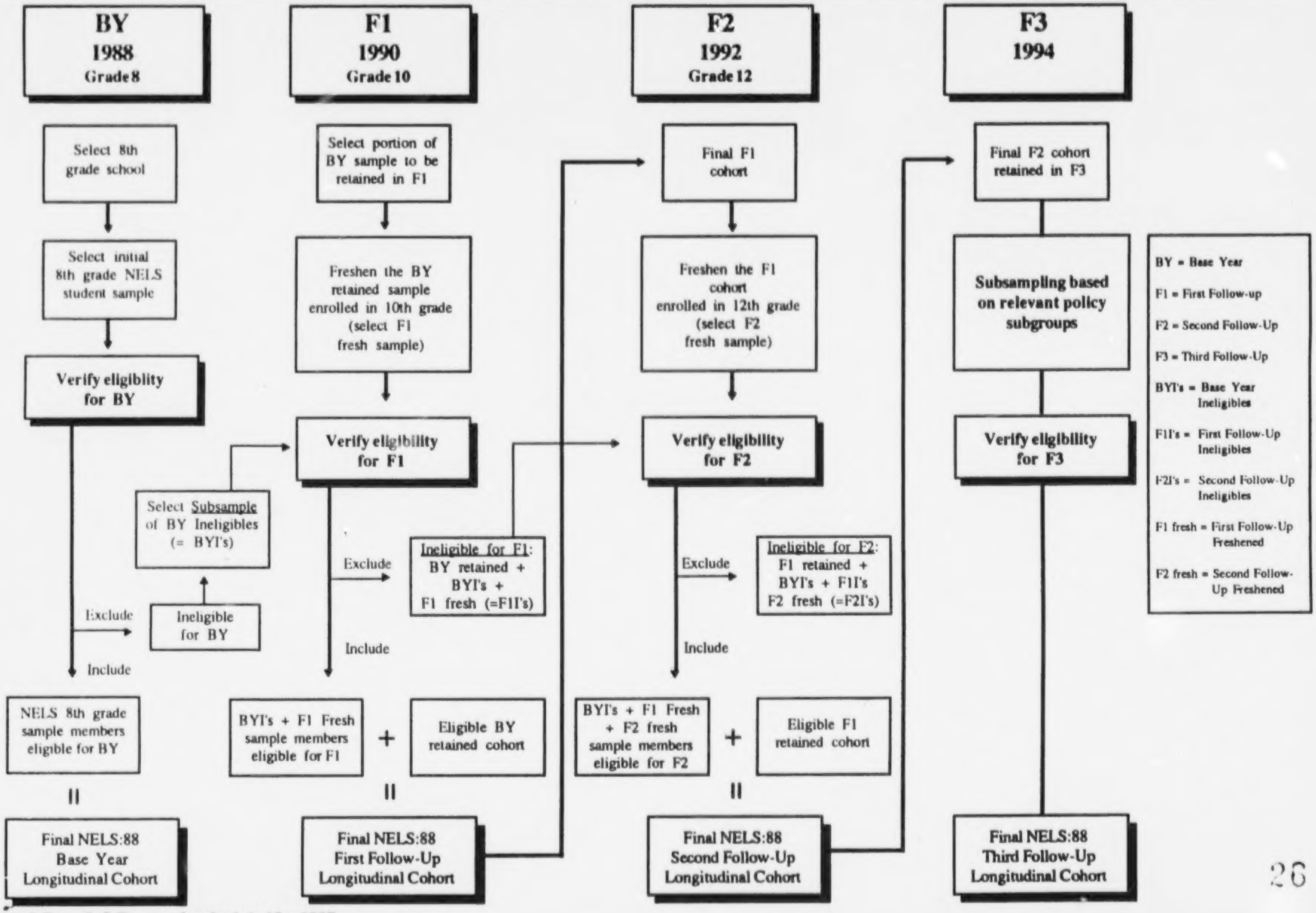
[4] The sample size of 26,435 cited in the *NELS:88 Base Year Student Component Data File User's Manual* is a typographical error.

Figure 1-3: Base year through fourth follow-up – NELS:88 components

	BASE YEAR	FIRST FOLLOW-UP	SECOND FOLLOW-UP	THIRD FOLLOW-UP	FOURTH FOLLOW-UP
Data collection:	spring term 1988	spring term 1990	spring term 1992	spring 1994	spring 1997 or 1998
Grades included:	Grade 8	modal grade = sophomore	modal grade = senior	H.S. + 2 years	H.S. + 5 or 6 years
Cohort:	**students:** questionnaire, tests	**students, dropouts:** questionnaire, tests	**students, dropouts:** questionnaire, tests, H.S. transcripts	**all individuals:** questionnaire	**all individuals:** questionnaire
Parents:	questionnaire	none	**students, dropouts:** questionnaire	none	none
Principals:	questionnaire	**students:** questionnaire	**students:** questionnaire	none	none
Teachers:	two teachers per student (taken from English, social studies, mathematics, or science)	**students:** two teachers per student (taken from English, social studies, mathematics, or science)	**students:** one teacher per student (taken from mathematics or science)	none	none

Figure 1-4: Longitudinal Sample Design of NELS:88 (1988 - 1994)*


BY
1988
Grade 8
F1
1990
Grade 10
F2
1992
Grade 12
F3
1994
Select 8th grade school
Select initial 8th grade NELS student sample
Verify eligiblity for BY
Exclude
Ineligible for BY
Select Subsample of BY Ineligibles (= BYI's)
Include
NELS 8th grade sample members eligible for BY
=
Final NELS:88 Base Year Longitudinal Cohort
Select portion of BY sample to be retained in F1
Freshen the BY retained sample enrolled in 10th grade (select F1 fresh sample)
Verify eligibility for F1
Exclude
Ineligible for F1: BY retained + BYI's + F1 fresh (=F1I's)
Include
BYI's + F1 Fresh sample members eligible for F1
+
Eligible BY retained cohort
=
Final NELS:88 First Follow-Up Longitudinal Cohort
Final F1 cohort
Freshen the F1 cohort enrolled in 12th grade (select F2 fresh sample)
Verify eligibility for F2
Exclude
Ineligible for F2: F1 retained + BYI's + F1I's F2 fresh (=F2I's)
Include
BYI's + F1 Fresh + F2 fresh sample members eligible for F2
+
Eligible F1 retained cohort
=
Final NELS:88 Second Follow-Up Longitudinal Cohort
Final F2 cohort retained in F3
Subsampling based on relevant policy subgroups
Verify eligibility for F3
Final NELS:88 Third Follow-Up Longitudinal Cohort
BY = Base Year
F1 = First Follow-up
F2 = Second Follow-Up
F3 = Third Follow-Up
BYI's = Base Year Ineligibles
F1I's = First Follow-Up Ineligibles
F2I's = Second Follow-Up Ineligibles
F1 fresh = First Follow-Up Freshened
F2 fresh = Second Follow-Up Freshened

* Fourth follow-up is scheduled for 1997

participants. Additional information about the base year sample design is provided in the *NELS:88 Base Year Sample Design Report.*[5]

1.6.3 First Follow-Up Core Study and Sample Design

The first follow-up of NELS:88 comprised the same components as the base-year study, with the exception of the parent survey, which was not repeated in the 1990 round. In addition, three new components--the dropout study, base year ineligible study, and school effectiveness study--were initiated in the first follow-up, and a freshened sample was added to the student component. As in the base year, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure tenth-grade achievement and cognitive growth between 1988 and 1990 in the subject areas of mathematics, science, reading, and social studies (history/geography/civics). The student questionnaire collected basic background information, and asked students about such topics as their school and home environments, participation in classes and extra-curricular activities, current jobs, their goals and aspirations, and opinions about themselves. Following the base year design, a school questionnaire was completed by school principals, and two teachers of each student were asked to complete a teacher questionnaire. First-time participants in NELS:88 completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the first follow-up. The first follow-up also surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1989-90 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, family formation, plans for the future, employment, attitudes and self-concept, and home environment.

The selection of students in the first follow-up was implemented in two stages. The first stage of sampling involved the selection of 21,474 students in the eighth-grade NELS:88 sample in 1988.[6] Because some sophomores were not in the country, or were not in the eighth grade in the spring term of 1988, the representative subsample of the eighth-grade cohort was augmented through a process called "freshening." The goal was to provide a representative sample of students enrolled in the tenth grade in the 1989-90 school year. Freshening added 1,229 tenth graders (of whom 1,043 were found to be eligible and retained after final subsampling) who were not contained in the base year sampling frame.

Several components were added to the first follow-up to increase its analytic power. One of these enhancements, the **base year ineligible (BYI) study**, was added to the first follow-up in order to ascertain the 1990 school enrollment status and the 1990 NELS:88 eligibility status of students who were excluded from the base year survey due to a language barrier or physical or mental disability which precluded them from completing a questionnaire and cognitive test. Any eligible students were included in both the first and second follow-up.

In addition to the BYI study, the **school effectiveness study**, designed to sustain analyses of school effectiveness issues, was conducted in conjunction with the first follow-up. The within-school student sample of 251 participating first follow-up high schools in the thirty largest metropolitan statistical areas was augmented to produce a probability sample of both schools and students within the framework of the primary longitudinal study.

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[5] Spencer, B.D.; Frankel, M.R.; Ingels, S.J.; Rasinski, K.A.; Tourangeau, R.E. August 1990; NCES 90-463, ERIC ED 325-502.

[6] This includes students who were base-year nonrespondents as well as approximately 2,400 sample members sponsored by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA).

1.6.4 Second Follow-Up Core Study and Sample Design

The NELS:88 second follow-up repeats all components of the first follow-up study. In addition, the parent component is included once again in the second follow-up. Two new components--the transcript and course offerings components--were initiated in the second follow-up. The course offerings component was implemented as a part of the school effectiveness study. The transcript component was undertaken for sample members as described in section 1.6.5. Sample freshening was also implemented in the second follow-up to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-1992 school year.

Each student and dropout selected for the first follow-up was included in the second follow-up. From within the schools attended by the sample members, 1,500 twelfth-grade schools were selected as sampled schools. Of the 1,500 sampled schools, the full complement of component activities occurred in 1,374 schools. For students attending schools other than those 1,374 schools, only the student and parent questionnaires were administered. Retaining the entire first follow-up sample in the 1992 round provides a maximally efficient sample for the NELS:88 second follow-up while satisfying researchers who are interested in maximizing the presence in the study of rare policy-relevant populations.

The student sample was then augmented through freshening at the 1,500 NELS:88 selected schools, the aim of which was to provide a representative sample of students enrolled in the twelfth grade during the spring term of the 1991-92 school year. Freshening added 364 twelfth graders (of whom 243 were deemed eligible) who were not contained in the base year sampling frame, either because they were not in the country, or were not in the eighth grade in the spring term of 1988. Additional information about the second follow-up sample design is provided in Chapter III of this manual and in the forthcoming *NELS:88 Second Follow-Up Sample Design Report*. Dropout data collection occurred between January and October 1992.

As in the previous waves, students were asked to complete a questionnaire and cognitive test. The cognitive test was designed to measure twelfth-grade achievement and cognitive growth between 1988 and 1992 in the subject areas of mathematics, science, reading, and social studies (history/citizenship/geography). The student questionnaire asked students about such topics as academic achievement; student perceptions and feelings about their curriculum and school; family structure and environment; social relations; and aspirations, attitudes, and values, especially as they relate to high school and occupational or postsecondary educational plans. The student questionnaire also gathered data about the family decision-making structure during the critical transition from secondary school to postsecondary education or the work environment. The student questionnaire contained a supplement for early graduates, the intent of which was to document the reasons for and circumstances of early graduation. If a student was a first-time participant in NELS:88, he or she also completed a new student supplement, containing basic demographic items which were asked in the base year but not repeated in the second follow-up.

A school administrator questionnaire, as in the first follow-up, was completed by school principals or headmasters. In a departure from the base year and first follow-up teacher surveys, only one teacher, either a mathematics or science teacher, was asked to complete a questionnaire for each sampled student enrolled in these subject areas in a NELS:88 sampled school.

The second follow-up, in addition to surveying students who were enrolled in school, surveyed and tested youths who had dropped out of school at some point between the spring term of the 1987-88 school year and the spring term of the 1991-92 school year. The dropout questionnaire collected information on a wide range of subjects, including reasons for leaving school, school experiences, absenteeism, plans for the future, employment, attitudes and self-concept, and home environment.

1.6.5 Second Follow-Up Design Enhancements

Two new components, the **transcript** and the **course offerings** components, were added to the NELS:88 second follow-up. These components provide archival data which describe the academic experience of high school students and the curricula offered by their schools. The complete high school transcript record was collected for 1) the contextual sample--students attending sampled schools in the spring of 1992; 2) all dropouts, dropouts in alternative programs, and early graduates, regardless of school affiliation; and 3) triple ineligibles enrolled in the twelfth grade in the spring of 1992, regardless of school affiliation. Triple ineligibles are sample members who were ineligible for the base year, first follow-up, and second follow-up surveys due to mental or physical disability, or language barrier. NELS:88 course-taking data will provide not only a baseline against which future student outcome measures can be compared, but will illuminate trends when contrasted to the 1982 HS&B high school transcript study, the 1987 National Assessment of Educational Progress (NAEP) transcript study, and the 1990 NAEP transcript study. The course offerings component provides curriculum data from second follow-up school effectiveness study schools through which school effects on student outcomes can be studied.

The **school effectiveness study (SES)** was added to the first follow-up to provide a probability sample of tenth-grade schools, with a sizable and representative within-school sample of students, through which longitudinal school-level analysis (comparable to 1980-82 HS&B sophomore cohort analysis) could be conducted. In the first follow-up school effectiveness study, permission to conduct the study was gained from 251 schools and 248 of those schools were final SES participants. The second follow-up school effectiveness study returned to 247 of the 251 cooperating first follow-up SES schools, conducting freshening on both longitudinal and SES sample members, and selecting additional students from the pool including students who transferred into the school since the 1989 selection of SES students. The second follow-up school effectiveness study was enhanced by the addition of archival data collected by the new course offerings component, and was further augmented by the administration of free response science and mathematics cognitive test items in SES schools.

1.7 NELS:88 Sponsors

The NELS:88 sponsor, the U.S. Department of Education's National Center for Education Statistics (NCES), provided federal agencies, states, and educational institutions with an opportunity to expand the scope of the base year, first follow-up, and second follow-up studies and enrich them through a variety of means. Enhancements sponsored by various groups included: sample supplements for states to provide representative state samples, oversamples of specific student groups, supplemental questions for various data collection instruments, and supplemental questionnaires.

1.7.1 Sample Supplements and Augmentations

Sample supplements and augmentations for the second follow-up were sponsored by various sources. The National Science Foundation (NSF) sponsored the core study teacher component, while NCES funded administration of the teacher survey in the school effectiveness study. The U.S.

Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provided funds in the base year for oversampling Hispanic and Asian-Pacific Islander students, and for disproportionately retaining Hispanic, Asian-Pacific Islander, and American Indian students in the first follow-up. The **school effectiveness study (SES)** of the second follow-up was begun in the first follow-up with funds from the MacArthur Foundation and from NCES. NCES also sponsored the **follow-back study of excluded students (FSES)**, a continuation of the base year ineligible study of the first follow-up, which included 303 base year sample members who were ineligible to participate in the base year or first follow-up surveys. For each wave of NELS:88, all survey instruments and cognitive tests were administered to the core study (which included the OBEMLA oversample) and augmentation samples in an identical fashion; some by personal interviews, and others by telephone.

1.7.2 Instrument Supplements

The NELS:88 second follow-up instruments were supplemented in various ways by federal agencies. The National Science Foundation (NSF) sponsored supplemental mathematics and science items on the student questionnaire and free response science and mathematics items on the school effectiveness study cognitive test. The U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA), added questions about minority language use patterns and bilingual programs. Appendix A contains information on related NELS:88 enhancements and state augmentations, as well as data from other education studies which are available through NCES.

1.8 NELS:88 Data and Documentation

NELS:88 base year, first follow-up, and second follow-up data are available in both **public use** and **restricted use** versions on both magnetic tape and on compact disc (CD-ROM). While this manual is specifically designed for use with the public release files, it is also appropriate for use with the restricted data.

Because multilevel microdata (that is, individual-level data from multiple, linkable sources) carries with it some risk of statistical disclosure of institutional or individual identities, the NELS:88 data have been extensively analyzed to determine which items of information, used alone, in conjunction with other key variables, or in conjunction with public external sources such as school universe files, have significant disclosure potential. Variables that were found to pose significant disclosure risks were suppressed or altered to remove or substantially reduce such risks. For example, in some cases, continuous variables have been recast as categorical variables, or fine-grained categorical variables have been more grossly recategorized.

In a few instances, data elements have been suppressed or changed. Because of this, a particular school or individual student might be characterized in terms of a certain variable on the restricted use version of the NELS:88 data, but be coded to missing on the public files, coded to an adjacent response category, or included in a code which collapsed two or more response categories. These suppressions and recodes have been clearly labelled in the codebooks included in each data file user's manual.

While the extremely high value that is placed on confidentiality--not only by federal statute, but also by NCES and contractor standards--justifies these alterations of the data, it is recognized that some of these protections against disclosure may at times reduce the analysis potential of certain variables in the data set. For example, when only ranges of percentages are given for a variable, threshold points that may be important for some analyses may be obscured, or nonlinearities in relationships hidden. No matter how thoughtfully continuous variables are transformed into categorical form, different cut points for the categories may be desirable, depending on one's particular analytic purposes. While most suppressed data will have only a negligible effect on most analyses, there are times when the suppressed information is critical. For this reason, NCES also makes restricted use data files available to qualified researchers with a proven need for the data in its restricted use form. To obtain the restricted use data, it is necessary for an organization to obtain a licensure agreement from NCES. The agreement must be signed by the principal investigator and by someone authorized to commit the organization to the legal requirements. In addition, each professional or technical staff member with access to the data must sign and have notarized an affidavit of nondisclosure. Refer to section 7.3.2 for instructions for obtaining access to the NELS:88 restricted use data files.

1.8.1 Base Year Data Tapes and Documentation

Five user's manuals have been produced for the NELS:88 second follow-up public release files, one to accompany each of the following components: student, dropout, parent, teacher, and school. Each manual furnishes the user with general information and documentation both about NELS:88 and a specific public release data file. Although the five user's manuals are written for use with the public release data files, they may also be utilized with the restricted use files. Additional manuals will be produced for use with the transcript and school effectiveness study restricted use data files.

The second follow-up magnetic tapes and ECB/CD-ROM comprise all components of the second follow-up survey, as well as updated base year and first follow-up files. The student cognitive test scores have been updated for the second follow-up release of the base year, first follow-up, and second follow-up files, and the ECB features windows with both weighted as well as unweighted frequencies and percentages. A user's guide is available for the ECB and CD-ROM products.

Other second follow-up restricted data files, such as the high school transcript survey, the school effectiveness study (SES), and the early graduate supplement, also appear on CD-ROM but not in the ECB format. These files can be downloaded to floppy diskette or hard drive on a PC, and/or uploaded to mainframe or other machines. The files can be converted to systems files for use with standard statistical software packages. Chapter VII of this manual contains additional information on the magnetic tape and CD-ROM releases.

Additional forms of second follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, the psychometric properties of the cognitive tests, and various analysis reports are planned. These reports, and their estimated release dates, are listed in Appendix B.

1.8.2 First Follow-Up Data Files and Documentation

Four public release data files were produced for the NELS:88 first follow-up, one for each study component--the student, dropout, teacher and school surveys. As with the base year data files, a data user's manual was provided for use with each public release first follow-up data file.[7] The student data file user's manual encompasses both the 1988 and 1990 waves of the study.

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[7] Ingels, S.J.; Scott, L.A.; Lindmark, J.T.; Frankel, M.R.; Myers, S.L. April 1992; NCES 92-030, 92-083, 92-084, 93-085 (ERIC ED 347-780).

Further first follow-up documentation, including an assessment of sampling and the psychometric properties of the cognitive tests, is reported in the *NELS:88 First Follow-Up Final Technical Report.*[8] Special reports and tabulations based on first follow-up findings have either been published or are in preparation at this time. These reports, and their estimated release dates, are listed in Appendix B.

An electronic codebook released in the spring of 1993 is housed on CD-ROM and includes public use student, school, and teacher data from the base year and first follow-up waves of NELS:88. Also included in the first follow-up electronic codebook released on CD-ROM are public use data from the base year parent survey and dropout data from the first follow-up. The electronic codebook is MS-DOS based and menu driven. This on-line codebook system allows PC or PC-compatible computer users to:

- search a list of relevant variables based on key words or variable names;
- view frequencies for each variable;
- view question text;
- write SAS or SPSS control card files which can be used to construct a data system file; and,
- generate a codebook of selected variables.

Documentation includes an instruction guide to codebook operation and a technical appendix which outlines computer system requirements for codebook use.

1.8.3 Second Follow-Up Tapes, Electronic Codebook on CD-ROM, and Documentation

Five user's manuals have been produced for the NELS:88 second follow-up public release files, one to accompany each of the following components: student, dropout, parent, teacher, and school. Each manual furnishes the user with general information and documentation both about NELS:88 and a specific public release data file. Although the five user's manuals are written for use with the public release data files, they may also be utilized with the restricted use files. Additional manuals will be produced for use with the transcript and school effectiveness study restricted use data files.

The second follow-up magnetic tapes and CD-ROMs comprise all components of the second follow-up survey, as well as updated base year and first follow-up files. The cognitive test scores have been rescaled for the second follow-up release of the base year, first follow-up, and second follow-up files, and the ECB features windows with both weighted as well as unweighted frequencies and percentages. A user's guide is available for the ECB and CD-ROM products.

Other second follow-up restricted data files, such as the high school transcript survey, the school effectiveness study (SES), and the early graduate supplement, also appear on CD-ROM but not in the ECB format. These files can be downloaded to floppy diskette or hard drive on a PC, and/or uploaded to mainframe or other machines. The files can be converted to systems files for use with standard statistical software packages. Chapter VII of this manual contains additional information on the magnetic tape and CD-ROM releases.

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[8] Ingels S.J., Scott L.A., Rock D., Pollack J., Rasinski K.; Washington D.C.: NCES, 1994.

Additional forms of second follow-up documentation, including an in-depth assessment of sampling and non-sampling error, the sampling design, the psychometric properties of the cognitive tests, and various analysis reports are planned. These reports, and their estimated release dates, are listed in Appendix B.

II. Data Collection Instruments

This chapter provides a brief description of the survey instruments and cognitive tests used in the NELS:88 second follow-up. The data collection instruments for the second follow-up were similar in content and form to those utilized in the prior waves. The instruments consisted of a school administrator, student, dropout, parent, and teacher questionnaire, and cognitive tests for students and dropouts. The new student supplement, added in the first follow-up to elicit demographic information from newly freshened students, was again administered in the second follow-up. An early graduate supplement was added for students who graduated from high school before their in-school data collection session in the spring of 1992.

Instrument development was guided by the research objectives of NELS:88. Questionnaires were designed to meet the longitudinal goals of the study, and items were chosen based on their utility in predicting or explaining future outcomes as measured in the second follow-up or later survey waves. All of the questionnaires employed in the base year, first follow-up, and second follow-up surveys were framed to provide continuity and consistency with earlier NCES education longitudinal studies, as well as to address new areas of policy concern and to reflect recent directions in theory. Where appropriate, NELS:88 drew test and questionnaire content from NLS-72, HS&B, and other NCES studies, such as the National Assessment of Educational Progress (NAEP) and the Schools and Staffing Study (SASS), to ensure a common standard of measurement that would permit comparisons with other important data sources, and maximize the utility of NELS:88 data. For example, NELS:88 mathematics tests were designed so that NELS:88 and NAEP test scores can be equated, and so that HS&B and NELS:88 mathematics test results can be equated as well. Appendix E of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* contains an outline of the items which overlap between the NELS:88 base year, first follow-up, and second follow-up student questionnaires, the NLS-72 base year student questionnaire, and the base year HS&B senior cohort student questionnaire.

A field test of the NELS:88 second follow-up conducted in 1990 and 1991 examined survey instruments and procedures and played a key role in instrument development. The second follow-up field test included six survey components: the school administrator, student, the cognitive test battery, dropout, and parent surveys, and the transcript component.[1] Upon completion of field test data collection, the information gathered was used to inform planning for the main study. Analysis of field test data was also used to improve the measurement properties of test and questionnaire items, as well as to identify items which needed to be modified or deleted for reasons of instrument length or item format. A detailed description of the second follow-up field test can be found in the *Field Test Report: National Education Longitudinal Study of 1988 Second Follow-Up*.[2]

Because of the similarity between the second follow-up documents and the base year and first follow-up instruments, the content areas of the base year and first follow-up questionnaires are not described in this manual. However, Appendix E of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* provides a comparative overview of the items used in the base year and first follow-up student and dropout questionnaires and identifies differences in and additions to thematic areas in the second follow-up survey instruments. Appendix C of this manual provides an overview of the content areas of the second follow-up student, dropout, and school instruments; base year and first follow-up school questionnaires are provided in Appendix E and G. Since longitudinal data users may benefit from being able to take into account the data that will be collected in 1994, a description of the NELS:88 third follow-up questionnaire topic areas can be found in Appendix N of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*

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[1] In the original design of the NELS:88 second follow-up, the teacher survey was included as an optional component of the study. Funding for the option was not received in time for its inclusion in the second follow-up field test.

[2] Dowd, K. et al.; v. 1; 1991; Chicago: NORC. ERIC ED 335-418.

2.1 School Administrator Questionnaire

The primary purpose of the school administrator questionnaire was to gather general descriptive information about the educational setting and environment associated with the individual students who were selected for participation in NELS:88. This school information describes the overall academic climate in terms of specific school practices and policies as well as enrollments and educational offerings. The information obtained through the school administrator questionnaire provides supplemental data to that provided by the student questionnaire so that student outcomes can be considered in terms of school measures.

In the second follow-up, a self-administered, forty-five minute school administrator questionnaire was completed by the school principal, headmaster, or other knowledgeable school official designated by the school administrator of NELS:88 schools. Chapter III of this manual discusses how schools attended by members of the student cohort were selected for the school administrator survey.

The questionnaire was divided into five content areas as described below:

- **General school characteristics**, such as grade span, school and twelfth-grade enrollment sizes, and school control and demographic characteristics. In addition, questions were asked about college preparatory services and vocational programs offered to twelfth graders.
- **General student characteristics** of the twelfth-grade class, including average daily attendance rates, ethnic and racial composition, percentage of students with limited English proficiency, and numbers of students receiving special school services.
- **Teaching staff characteristics** encompassing such areas as the number of full-time and part-time faculty, departmentalization of faculty, salary levels, and evaluation of teachers.
- **School policies and programs** including requirements for minimum competency and proficiency tests, and programs for language minority students.
- **School governance and climate** such as administration practices, school reforms, types of parental involvement, student behavioral problems within school, and areas of principal's control.

The questionnaire was designed so that the first four sections could be answered either by the school principal or by a designee who was able to provide the requested information. Only the principal could answer the last section which asked for his or her subjective opinions regarding the school environment. The second follow-up school administrator questionnaire can be found in Appendix H.

The degree of overlap between first and second follow-up contextual schools was high. Of the students who were in both the first and second follow-up contextual samples, 91.3 percent were at the same school at the time of data collection in the first follow-up and in the second follow-up. This figure does not indicate that all students attended the same school continuously; though a rare phenomenon, it is possible that a student may have transferred out of a school and returned to it in time for second follow-up data collection. For the benefit of analysts performing cross-wave analyses using school data, the first follow-up school administrator questionnaire is contained in Appendix G of this manual; the base year school questionnaire is included in Appendix E; and the instrument used for the Survey of Middle Grade Practices at base year schools in the autumn of 1989 is provided in Appendix F.

2.1.1 Abbreviated School Administrator Questionnaire

An abbreviated version of the second follow-up school administrator questionnaire was administered over the telephone to school administrators for whom a questionnaire had not been collected near the close of the data collection period. The shortened version of the original instrument contained selected critical items of the full-length version of the questionnaire and other key policy-relevant items. Appendix J lists the items included in the abbreviated school administrator questionnaire.

2.1.2 Adapting School Administrator Questionnaire for Telephone Administration

Because the school administrator data were collected through self-administration and telephone administration, a number of steps were taken in the second follow-up to minimize mode effects. Interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, school administrators were asked to read along in the questionnaire during the telephone interview if they had the self-administered version of the questionnaire available.

2.1.3 Out-of-Sequence Students and the School Administrator Questionnaire

Since most NELS:88 second follow-up sample members were 1991-1992 high school twelfth-grade students, the school administrator questionnaire asked many questions about the situation of twelfth graders in the school. However, because the NELS:88 school sample was student-driven, some students were not enrolled in the modal grade during data collection. School administrator data were collected for some students who were not high school seniors in the 1991-1992 academic year. These students can be identified by using F2SEQFLG on the student data files or F2UNIV1 on the school data files. Analysts should be aware that for out-of-sequence students, a judgement will have to be made about the relevance of each item that inquires into the situation of twelfth graders in the school.

2.2 Relationship of School Administrator Instrument to Other Second Follow-Up Instruments

The data collected by the school administrator instrument is contextual data against which student outcomes and characteristics can be measured. The data collected by the school administrator instrument does not comprise a stand-alone, generalizable data set. Researchers should use the school administrator data in conjunction with the data collected on the student and dropout questionnaires and cognitive tests. On the restricted use version of the CD-ROM, a link is provided in the dropout data files between a dropout and the school which the dropout last attended in both the first follow-up and second follow-up. This link provides the means by which researchers may use first and second follow-up school data in conjunction with dropout data. Like the school administrator component, the parent and teacher surveys also provide contextual data intended to be used with student data to facilitate measurement of student outcomes.

2.3 Student Questionnaire and Cognitive Tests

Sample members who attended school during the spring term of the 1991-92 school year were administered a student questionnaire, either at an in-school or off-campus survey session. Sample members administered a student questionnaire also included: those identified as dropouts at some earlier time but who returned to and remained in school during the spring term of 1992; and students who had left school but had already passed the General Educational Development test (GED) or had obtained some other equivalency certification. The sixty-minute, self-administered questionnaire collected information on a wide range of topics, including students' background, language use, home environment, perceptions of self, occupational or postsecondary educational plans, jobs and household chores, school experiences and activities, work, and social activities. Information collected by the second follow-up student questionnaire supplies a baseline for the study of the NELS:88 cohort's transition to postsecondary education or entry into the labor market. The second follow-up student questionnaire was available in both English and Spanish.[3]

In addition to the student questionnaire, students completed a series of cognitive tests which were also administered at their in-school or off-campus survey sessions. The combined tests covered four subject areas and included 116 items to be completed in 85 minutes. The cognitive tests are briefly described below:

- Reading Comprehension (21 questions, 21 minutes)

  This subtest contained five short reading passages or pairs of passages, with three to five questions about the content of each. Questions encompassed understanding the meaning of words in context, identifying figures of speech, interpreting the author's perspective, and evaluating the passage as a whole.

- Mathematics (40 questions, 30 minutes)

  Test items included word problems, graphs, equations, quantitative comparisons, and geometric figures. Some questions could be answered by simple application of skills or knowledge, others required the student to demonstrate a more advanced level of comprehension and/or problem solving.

- Science (25 questions, 20 minutes)

  The science test contained questions drawn from the fields of life science, earth science, and physical science/chemistry. Emphasis was placed on understanding of underlying concepts rather than retention of isolated facts.

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[3] Eight dropouts and 41 students completed the Spanish-language questionnaire in the NELS:88 second follow-up. Because of the small number of questionnaires completed in Spanish, a separate flag was not created for these cases. The percentage of questionnaires completed in Spanish--around 0.2 percent--is similar to the percentage of HS&B seniors who opted to complete Spanish-language questionnaires in 1980/1982.

- History/Citizenship/Geography (30 questions, 14 minutes)

  American history questions addressed important issues and events in political and economic history from colonial times through the recent past. Citizenship items included questions on the workings of the federal government and the rights and obligations of citizens. The geography questions touched on patterns of settlement and food production shared by other societies as well as our own.

NORC's subcontractor, the Educational Testing Service (ETS), developed the cognitive test *battery for the second follow-up. Six forms of the cognitive test battery were produced in the second follow-up, each comprising a different combination of mathematics and reading difficulty levels. Each sample member's test form was determined by his or her scores on the base year and/or first follow-up mathematics and reading tests; freshened students and first follow-up nonrespondents received the intermediate version of the second follow-up cognitive test battery. The purpose of the multilevel design of the second follow-up cognitive test battery was to guard against ceiling and floor effects which may occur when testing must span four years of schooling. This adaptive approach tailors the difficulty of the reading and mathematics tests to the ability of the respondent, thereby leading, given limitations in testing time, to a more accurate measurement than a single level design.

Psychometric properties of the cognitive tests are discussed in the forthcoming *NELS:88 Second Follow-Up Final Psychometric Report*, the forthcoming *NELS:88 First Follow-Up Final Technical Report*, and the *Psychometric Report for the NELS:88 Base Year Test Battery*, all obtainable from NCES.[4]

2.4 Dropout Questionnaire

During the data collection period from January through October 1992, a dropout questionnaire was administered to sample members who, based on data gathered through administration of a status screener, were not in an academic program leading to a high school diploma and had not received a GED by the spring of 1992. The dropout questionnaire collected data about the last school attended by the sample member and the school's climate, reasons for leaving school, and actions school personnel, parents, and friends took when the respondent stopped going to school. Respondents also reported on their likelihood of returning to and graduating from high school, and described their current activities, employment history, and future plans. The hour-long, self-administered questionnaire was normally completed with an NORC interviewer present, at either a group or single survey session and was available in both English and Spanish. However, in some cases the dropout questionnaire was administered as a telephone interview.

In addition to the dropout questionnaire, an 85-minute cognitive test battery was also administered to dropouts when possible. Because of the difficulty in collecting test data from dropouts, and because data from many dropouts was collected in telephone interviews which preclude testing, the NELS:88 second follow-up achieved a comparatively low (41 percent) cognitive test completion rate for dropouts.

The dropout questionnaire was designed to facilitate comparisons with the NELS:88 second follow-up student questionnaire, the first follow-up dropout questionnaire, and the HS&B 1982 dropout questionnaire. This item overlap with the student questionnaire permits users to contrast factors such as school environment, family life, aspirations, and self-perceptions of students with the responses of dropouts. The overlap of 1982 and 1992 dropout items facilitates comparison of contemporary dropouts with those of a decade before. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file. To facilitate the use of school contextual data with dropout data, on the restricted use CD-ROM delivery of the second follow-up data, a link is provided between a dropout and the first or second follow-up school the dropout last attended.

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[4] Rock, D.A., and Pollack, J.M. April 1991.

2.5 Adapting Student and Dropout Questionnaires for Telephone Administration

To adapt the second follow-up student and dropout questionnaires for telephone interviewing, two abbreviated versions of the instruments were administered during the final weeks of data collection. Adaptation of the student and dropout questionnaires for telephone administration was guided by the need to preserve each question's original meaning while wording each question so that it made sense when read aloud. One abbreviated version of the student and dropout questionnaires excluded a small number of questions which did not lend themselves to being read aloud. A second abbreviated version of the questionnaires was administered to sample members who explicitly refused to complete the full length instrument and consisted mainly of locator information and key items. The mode of administration for the abbreviated instruments was primarily telephone interview; however, a small percentage of abbreviated questionnaires were completed by personal interview.

2.6 New Student Supplement

Because basic demographic information collected by the base year student questionnaire were not collected again in the first and second follow-up student questionnaires, this information was collected in a New Student Supplement for students who participated in the study for the first time in the second follow-up. The self-administered supplement was available in both English and Spanish and took approximately 15 minutes to complete. It contained demographic questions such as birthdate, sex, family socioeconomic status, and race/ethnicity about students and their families.

2.7 Early Graduate Supplement

NELS:88 participants who graduated from high school prior to data collection in the spring term of 1992 completed the second follow-up early graduate supplement to the student questionnaire. The intent of this supplement was to document the reasons for and the circumstances of early graduation, the adjustments required to finish early, and respondents' activities compared with those of other school survey members. The items for the second follow-up early graduate supplement were modeled on those used in the HS&B sophomore cohort early graduate supplement administered in the HS&B first follow-up in 1982.

2.8 Parent Questionnaire

The parent questionnaire was designed to collect information from parents about factors that influence educational attainment and participation. The objective of the parent questionnaire was to provide data that could be used primarily in the analysis of student and dropout behaviors and outcomes, and only secondarily as a data set by itself. The questions focused on family background and socioeconomic characteristics, and on the character of the home educational support system. In addition, the parent instrument collected data related to parental behaviors and circumstances with which the student or dropout may not be familiar, such as parental education and occupation. The questionnaires also contained more sensitive questions about income, postsecondary educational costs and financial aid decisions, and religious affiliation. English and Spanish language versions of the questionnaire were made available to parents in both the base year and second follow-up.

In the second follow-up, a self-administered forty-minute questionnaire was mailed to parents of both students and dropouts. One focus of the second follow-up questionnaire was postsecondary educational costs and financial aid decisions. Because this information was not available to most parents until the spring of 1992, the parent questionnaire was mailed to parents in May 1992. The instructions in the questionnaire and accompanying letter directed the most knowledgeable parent or guardian, defined as the parent who knows the most about the student's or dropout's educational activities and related behaviors, to complete the questionnaire. In accordance with this definition, the respondent was self-selected.

2.9 Teacher Questionnaire

The NELS:88 teacher component was designed to provide teacher information that can be used to analyze the classroom and teacher influences on NELS:88 students, including their effects on longitudinal student outcomes. The design of this component does not provide a stand-alone analysis sample of teachers, but instead permits specific teacher characteristics and practices to be directly related to the learning context and educational outcomes of sampled students. The teacher questionnaire is the critical instrument for investigating the student's specific learning environment.

In the second follow-up, teachers were asked to respond to the questionnaire items in relation to a specific list of sampled students enrolled in their classes. A thirty-minute questionnaire was collected for only one of the two cognitive test subjects, mathematics and science, if the student was enrolled in a class in one of the subjects.

The teacher questionnaire attempts to illuminate questions of the quality, equality, and diversity of educational opportunity by obtaining information in the following four content areas:

- Teacher's assessment of the student's school-related behavior and academic performance, educational and career plans and goals. Respondents completed this section with respect to the sample members they instructed in a particular subject matter.

- Information about the class the teacher taught to the sample member (e.g., track assignments, instructional methods, homework assignments, and curricular contents). In this section of the instrument, classroom topic coverage ("Opportunity to Learn") items have been articulated with the cognitive tests subjects.

- Information about the school social climate and organizational culture (e.g., teacher autonomy, participation in determining school policy, and relationships with the principal).

- Information about the teacher's background and activities (e.g., academic training, subject areas of instruction, and years of teaching experience).

III. Sample Design and Implementation; Survey Error Assessment

This chapter describes the design and procedures used for selecting schools and students into the NELS:88 base year, first follow-up, and second follow-up samples. It provides information on the calculation of sample weights and the relative efficiency of the sample design. The chapter also provides information about procedures used to adjust sample weights for nonresponse and about the effect of unit and item nonresponse and other potential sources of bias on estimates.

3.1 NELS:88 Sample Design

The following section describes the sample design of NELS:88, from its base year inception through the first and second follow-ups. Beginning from a straight forward two-stage stratified sample, the complexities of the NELS:88 sample design have grown exponentially with each subsequent wave.

3.1.1 Base Year Sample Design

The NELS:88 base-year survey employed a two-stage, stratified sample design, with schools as the first-stage unit and students within schools as the second-stage unit. Within each stratum, schools were selected with probabilities proportional to their estimated eighth-grade enrollment to achieve virtual self-weighting. In addition, schools were oversampled in certain special strata so that policy-relevant subgroups would be adequately represented in the sample. Within each school approximately 26 students were to be randomly selected (typically, 24 regularly sampled students and two, on average, OBEMLA-supplement Hispanic and Asian/Pacific Islander oversampled students). In schools with fewer than 24 eighth graders, all eligible students were selected. Because of the incidence of small schools in the NELS:88 sample, the average--within school sample size for the base year--was 25 students (or 23 participating students). From a national frame of about 39,000 schools with eighth grades, a target sample size of 1,032 schools was set. Some 1,052 schools--815 public and 237 private--participated and provided usable eighth-grade student data.

NORC's sampling frame was the school database compiled by Quality Education Data, Inc. (QED) of Denver, Colorado. The QED list contained information about whether a school was urban, suburban, or rural. NORC used this information for stratification purposes. The QED list did not at that time contain information about the racial/ethnic composition of individual public schools usable for the NELS:88 sampling frame. Racial/ethnic composition data were obtained from Westat, Inc. in its capacity as an NORC subcontractor for the NELS:88 base year study. As part of their work on the National Assessment of Educational Progress (NAEP), Westat had obtained data from the Office of Civil Rights (OCR) and from other sources (e.g., district personnel) that identified those schools with a minority enrollment of greater than 19 percent. Use of this data set facilitated the explicit stratification and allocation of schools with very large percentages of black or Hispanic students. Stratification information on whether a school was public, Catholic (private), or other private was obtained from the QED list and lists of private schools. Readers who desire more detail on the base year sample design should consult the *NELS:88 Base Year Sample Design Report*.

3.1.2 First Follow-Up Sample Design

There were three basic objectives for the NELS:88 first follow-up sample design. First, the sample was to include approximately 21,500 students who were in the eighth-grade sample in 1988 (including base year nonrespondents). This longitudinal cohort was to be distributed across 1,500 schools. Second, the sample was to constitute a valid probability sample of all students currently enrolled in the tenth grade in the 1989-1990 school year. This entailed freshening the sample with students who were tenth graders in 1990 but not in the eighth grade during the 1987-1988 school year. Third, the first follow-up was to include a sample of students who had been deemed ineligible for base year data collection (because physical, mental, or linguistic barriers prevented them from participating) so that those able to take part could be added to the first follow-up student sample, and demographic and school enrollment information could be obtained for them.

Longitudinal Cohort. The general sample design strategy for this component of the sample involved subsampling students selected for the base year with non-zero probabilities related to characteristics of their 1990 schools. Base year students who had dropped out of school between 1988 and 1990 were subsampled with certainty (their probabilities of selection were set equal to one). Base year students attending school in 1990 were subsampled with probabilities related to the number of other base year students attending the same school. Base year students who were reported to be attending a school with at least 10 other base year students were sampled with certainty. All other students were sampled with probabilities greater than zero, but less than one.

Including nonrespondents, the NELS:88 base year sample comprised 26,432 students. Of these, 96 were deemed out of scope for the 1990 first follow-up (including students who had died or moved out of the U.S.). Among the remaining 26,336 students, 348 were found to have dropped out of school; all of these students were selected into the first follow-up with certainty (probability of selection equal to one).[1]

Distribution of Students in Schools. It was determined that the remaining pool of 25,988 students were distributed among 3,967 schools.[2] As had been anticipated, the distribution of these students among schools was highly skewed. It was found that approximately 75 percent of the students (19,568 of 25,988) were attending approximately 23 percent (908 of 3,967) of the schools; each of these schools included at least 11 base year students. All of these 19,568 students were included in the first follow-up with certainty. The remaining 6,420 students were distributed among 3,059 schools with 10 or fewer members of the base year sample. Their sampling probabilities for the first follow-up depended on the number of base year students the school contained. The efficiency of this design relative to one with no subsampling at all was 66.5 percent.[3] These school--or, more precisely, clusters of base year students--were subsampled to achieve the final NELS:88 first follow-up school sample, after the conclusion of the 1989 spring term. There were 1,468 schools (1,506 student clusters) selected.

However, for purposes of the first follow-up school administrator survey, the school sample was defined as a specific subset of the NELS:88 schools. This subset was the schools selected via their student populations during the subsampling of the eighth-grade cohort after the spring term of 1989, if and only if a NELS:88 student remained enrolled in the school when student data collection was conducted during the spring of 1990.

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[1] The 348 dropouts comprise 250 dropouts whose status was confirmed by the student's home, 58 sample members whom the school reported to have dropped out but field interviewers could not locate, and 40 students who were institutionalized. The latter group are not necessarily dropouts in strict sense of the first follow-up dropout definition because in some cases they were receiving academic instruction. However, they were grouped with the dropouts to ensure that they would remain in the first follow-up sample with certainty.

[2] When the school a student was attending could not be identified, a separate "school" of size one was created. This was the case for 221 students who could not be located and ten students who were in home study. Hence, the number of actual schools was 3,736.

[3] The measure of efficiency was computed as $1/(1+RV) * 100\%$, where RV is the relative variance of the weights required to compensate for the different rates of subsampling.

3.1.3 First Follow-Up Sample Enhancements and Modifications

Freshened Sophomore Sample. The second sampling objective was to create a valid probability sample of students enrolled in tenth grade in the 1989-1990 school year; this goal was achieved by a process we have termed "freshening." The freshening procedure was carried out so that students who were not enrolled in the eighth grade in the U.S. in 1988 had a chance of being selected for the sample.

The freshening process could yield zero, one, or more than one new sample member in a given school. A total of 1,229 new students were added to the tenth-grade sample--on average, just less than one student per school. Some of these freshened students were dropped in the subsampling process described below either because they themselves were not included in the subsample or because the base year student to whom they were linked was not included. Some 1,043 students selected through the freshening procedure remained in the final first follow-up sample.

Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples. After the initial selection of the longitudinal cohort, the combined longitudinal-freshened sample was further subsampled. The students dropped from the first follow-up as a result of subsampling were also excluded in the second follow-up. Two categories of sample members were subsampled: 1) students who had transferred out of the school from which they had initially been selected for the first follow-up sample; and 2) first follow-up nonrespondents who were classified as potential dropouts. NORC selected a 20 percent subsample of transfer students and a 50 percent sample of "potential dropouts." Table 3.1.3-1 lists the first follow-up sample by race and means of entry into the sample.

Sample of Base Year Ineligibles. The NELS:88 base year sample excluded students for whom the NELS:88 survey instruments would be unsuitable (i.e., students with a mental disability and students who are not proficient in English) and students whose physical or emotional problems would have made participation in the survey unduly difficult. A final sample of 653 of these students were selected for a followback study of these students. The eligibility status of these students was reassessed, their school enrollment status and basic demographic characteristics were determined, and student questionnaire data were obtained from those deemed able to complete a questionnaire. Further detail on sample eligibility in the base year is provided in the *NELS:88 Base Year Sample Design Report* and in the *NELS:88 First Follow-Up Final Technical Report*. Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* includes additional detail about sample freshening, student subsampling, and base year sample ineligible students.

3.1.4 Second Follow-Up Sample Design

There were five basic objectives for the NELS:88 second follow-up sample design. **First**, the sample was to constitute a valid probability sample of all students enrolled in the twelfth grade in the 1991-1992 school year. This entailed freshening the sample with students who were twelfth graders in 1992 but were not in the eighth grade in the U.S. in the 1987-88 school year, just as the first follow-up sample had been freshened in 1989 to achieve a 1990-91 representative sample of sophomores. Additionally, it was necessary to reassess the eligibility status of selected students found in previous waves to be ineligible, and to include them in the cohort if they were determined to be eligible for the

Table 3.1.3-1
First follow-up sample by race breakdown[a]

	First Follow-Up Initial Selections	Freshened Sample	Dropped in final Subsampling[b]	Final Sample
All	21,474	1,229	1,997	20,706[c]
Asian/Pacific Islanders	1,367	89	141	1,315
Hispanics	2,828	246	323	2,751
American Indians	278	28	32	274
Blacks	2,265	235	280	2,220
Whites	14,349	554	1,061	13,842
Missing/Refused	387	77	160	304

[a] Figures in this table represent the first follow-up constructed variable frequencies. This variable--race identified at the time of sampling--is not the same variable included on the data files and reported in the codebooks. This variable was used because it was the only race variable that was constructed for initial sample members dropped in final subsampling.

[b] 1,821 members of the eighth-grade longitudinal cohort and 169 freshened tenth graders were dropped in Phase 3 subsampling. In addition, 7 members of the eighth-grade longitudinal cohort were discarded because they were selected in error during the base year.

[c] This table is based on the original (1992-1993) release of the first follow-up student file. The second follow-up (1994) release of the first follow-up student data contains a slightly different sample number than the original release. Additional details about the sample numbers of the two releases are in section 3.1.2 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*, under the subheading "Subsampling the Eighth-Grade Cohort and Freshened Sophomore Samples."

second follow-up. **Second**, to continue the examination of the dropping out phenomenon, dropouts were to be retained with certainty. **Third**, it was highly desirable for policy analysis purposes to retain the maximum number of Hispanics, Asians, and American Indians from the first follow-up sample. **Fourth**, to minimize nonresponse bias first follow-up nonrespondents were to be retained with certainty. **Fifth**, the sample was to be clustered in 1,500 schools from which contextual data--including school administrator, teacher, and transcript data--would be collected. It was hoped that these goals could be achieved with minimal loss to both sample efficiency and effective sample size.

Longitudinal Cohort. When second follow-up tracing of cohort members was completed, it was found that the first follow-up sample (that is, the sum of base year respondents and nonrespondents retained after first follow-up subsampling and first follow-up freshened students) was much more widely dispersed than had been anticipated. After eliminating the locations of the "known" dropouts[4] (*N*=1,564) from consideration (dropouts were sampled with certainty), the remaining eligible sample of students (*N*=18,726) was dispersed among 3,224 schools/locations. Including dropouts, there were 4,788 locations. Once non-school locations associated with dropouts, early graduates, institutionalized sample members, home study students, and unlocatable sample members were subtracted from the total, there were 2,258 school sites.

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[4] In the second follow-up, dropouts were defined differently for sampling purposes than for data collection purposes. (See the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual*, section 4.3.1 for further details regarding the definition of dropouts for data collection and assignment of questionnaire.) For sampling purposes, dropouts comprised all individuals who were classified in the first follow-up as ever having dropped out--that is, dropouts (individuals who were not enrolled in school in the spring term of 1990) and stopouts (spring term 1990 students with a recorded 1988-1990 dropout episode), regardless of their school enrollment status as of the second follow-up spring term 1991 tracing

It was clear that even if no attempt were made to satisfy the second goal--retention with near certainty of Hispanics, Asians, and American Indians from the first follow-up sample--that the fifth goal of achieving a cluster of students in 1,500 schools could not be met without significant losses in sample efficiency, effective sample size, or both. Table 3.1.4-1 shows the distribution of students eligible for second follow-up sampling (excluding dropouts) by school size, as well as the number of schools with at least one sample member who was either Hispanic, Asian, or American Indian. The data in the table indicated that to achieve disproportionate retention of minority students most of the schools containing these students would have to be selected, leaving few additional sample selections to distribute among the remaining school sites and contradicting the initial sampling plan to include with certainty any school with at least five NELS:88 sample members enrolled at the school.

After consideration of several alternative allocations--taking into account the negative effects of subsampling on sample efficiency, the strong desire to retain as many Hispanics, Asians, and American Indians as possible, and the substantial investment made in two prior rounds in obtaining student, parent, teacher, and school data for those students who would have been subsampled out--it was decided to include all first follow-up sample members in the second follow-up sample.

Initial Selection of the Second Follow-Up School Sample. All first follow-up sample members remaining after subsampling were included in the second follow-up (all sample members dropped from the first follow-up due to subsampling were also excluded from the second follow-up). Additionally, the school administrator, teacher, and transcript components were limited to a maximum of 1,500 schools. For this reason it was still necessary to select a sample of schools, although the students falling outside that sample would not be excluded from the study. For students in the 1,500 schools selected, the full range of data--student, school administrator, parent, teacher, and transcript data--were collected; for the students in a school not among those selected, only student and parent data were collected.

A total of 2,258 schools were identified in the second follow-up tracing of the NELS:88 first follow-up sample; 1,500 of these were targeted for contextual data collection. In the spring of 1991, interviewers traced students to schools, and all 1,030 schools identified as having four or more first follow-up sample members enrolled were included in the school-level sample with certainty (i.e., probability of 1.0). Prior to the fall of 1991 the contextual school sample was finalized through the following sampling process. A random sample of 45 of the 60 (probability=0.75) schools containing three sample members was selected. A random sample of 104 of the 160 (probability=0.65) schools containing two first follow-up sample members was selected for retention. Finally, a random sample of 321 of the 1,008 (probability=0.31845) schools identified as containing one first follow-up sample member was selected for retention in the sample. In the fall of 1991 interviewers confirmed the enrollment of students at schools previously identified as enrolling three or fewer NELS:88 students.

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effort. In other words, dropouts who had since returned to school and stopouts who remained in school were still counted as dropouts for sampling purposes, along with institutionalized individuals and the additional dropouts identified during second follow-up tracing.

Table 3.1.4-1
Clustering of first follow-up sample members eligible for second follow-up (schools [*N*=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
1	1974	579	1395
2	160	70	90
3	60	25	35
4	53	35	18
5	38	14	24
6	26	17	9
7	27	17	10
8	33	20	13
9	21	10	11
10	36	22	14
11	43	31	12
12	35	20	15
13	47	37	10
14	51	35	16
15	57	41	16
16	53	37	16
17	82	48	34
18	72	48	24
19	77	58	19
20	65	43	22
21	55	43	12
22	40	31	9
23	32	27	5
24	22	21	1
25	13	12	1
26	6	6	0
27	6	5	1
28	5	3	2
29	7	6	1
30	4	2	2
31	5	5	0
32	2	1	1
33	1	1	0
34	1	1	0
35	2	2	0
36	3	3	0
37	1	1	0
38	1	0	1
40	1	1	0
41	2	1	1
44	1	0	1

Table 3.1.4-1 (cont.)
Clustering of first follow-up sample members eligible for second follow-up
(schools [*N*=2,258] and non-school locations)

School Size	Total Schools	Total Schools With API,HIS,AI	Total Schools Without
45	1	1	0
50	1	1	0
53	1	1	0
60	1	1	0
Total	3224	1383	1841

Note: known school-leavers are not included in the numbers above.

School Sample for Freshening Purposes. Like the first follow-up student and school samples, the movement of students among schools resulted in a somewhat amorphous base from which to select schools and collect data. Students could have transferred any time between the time they were traced to a specific school in the spring of 1991 to the fall of 1991, when they were freshened in the fall of 1991, and when student and school administrator data were collected during the spring of 1992. It was possible for students to transfer to either a school that had been identified as a NELS:88 second follow-up sampled school or to a non-NELS:88 school.

Because students may have transferred between schools at any time during the spring or fall of 1991, freshening did not necessarily occur at each of the 1,500 sampled schools in the second follow-up. Freshening occurred only at those schools enrolling NELS:88 sample members as of the first day of the 1991-1992 school year.[5]

School Sample for Purposes of the School Administrator Survey. The school sample for the purposes of collecting contextual data from school administrators and teachers included a subset of the 1,500 contextual schools at which NELS:88 sample members were still enrolled at the beginning of student data collection in January 1992. Data were sought from school administrators at 1,387 schools at which at least one student was enrolled at the beginning of phase 3 data collection and which yielded at least one completed student questionnaire. However, by the end of second follow-up data collection, there were only 1,374 contextual schools at which at least one student was enrolled. Figure 3-1 provides an illustration of the longitudinal sample design of the base year, first follow-up, and second follow-up cohorts and their inclusion in the second follow-up contextual sample.

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[5] Only those freshened sample members who remained in school through the spring term became members of the HS&B-comparable NELS:88 sophomore cohort. However, autumn sophomores who had dropped out by spring were surveyed in both first and second follow-up. While these "freshened dropouts" were included on the original first follow-up public release, in the current re-release these cases appear only on the privileged use files.

Figure 3-1: NELS:88 8th grade spring defined cohort status distribution in first and second follow-ups

Base Year	First Follow-Up Status	Second Follow-Up Status		Included in Second Follow-Up Contextual Sample[b]
Students N = 20,062	Dropouts N = 1,029	Dropout	N = 611	
		Alt. Completer[a]	N = 222	
		Student	N = 69	N = 34
		Out of Scope	N = 9	
		Status Unknown	N = 118	
	Students N = 18,270	Dropout	N = 1,041	
		Alt. Completer	N = 542	
		Student	N = 16,339	N = 15,140
		Out of Scope	N = 82	
		Status Unknown	N = 266	
	Out of Scope N = 129	Dropout	N = 11	
		Alt. Completer	N = 6	
		Student	N = 11	N = 8
		Out of Scope	N = 83	
		Status Unknown	N = 18	
	Status Unknown N = 634	Dropout	N = 58	
		Alt. Completer	N = 20	
		Student	N = 466	N = 417
		Out of Scope	N = 6	
		Status Unknown	N = 84	
		(F1 Freshened Students)	N = 862	N = 476
		(F2 Freshened Students)	N = 264	N = 236

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[a] Alt. Completer = Alternative Completer or Alternative Student

[b] The numbers in this column represent the 16,311 student participants and nonparticipants included on the school public use data file.

Users should note that school-level data from this sample of schools, to be used in analysis with second follow-up student data, must be adjusted with a weight, F2CXTWT, calculated separately for the students included in the contextual components sample. If that weight is not applied, there will be a potential for systematic bias with respect to those factors associated with attendance at schools with fewer NELS:88 students. For example, students who are more likely to transfer to different schools will be under-represented if the weight is not applied.

3.2 Calculation of Weights

The general purpose of weighting survey data is to compensate for unequal probabilities of selection and to adjust for the effects of nonresponse. Weights are often calculated in two main steps. In the first step, unadjusted weights are calculated as the inverse of the probabilities of selection, taking into account all stages of the sample selection process. In the second step, these initial weights are adjusted to compensate for nonresponse; such nonresponse adjustments are typically carried out separately within multiple weighting cells. This is the process that was applied to weighting NELS:88 data in all rounds.

3.2.1 Calculation of Base Year Sample Weights

The base year weights were based on the inverse of the probabilities of selection into the sample and on nonresponse adjustment factors computed within weighting cells. Two different weights were calculated to adjust for the fact that not all sample members have data for all instruments. The weight BYQWT applies to 24,599 student questionnaires (and is also used in conjunction with base year parent data), while BYADMWT applies to the 1,035 completed school administrator questionnaires. These weights project to the population of approximately 3,008,080 eligible eighth graders in public, Catholic, and other private schools in 1988.

The base year weighting procedures consisted of two basic stages:

Stage 1. Calculation of a preliminary base year weight based on the inverse of the product of the probabilities of selection for the base year sample.

Stage 2. Adjustment of this preliminary weight to compensate for "unit" nonresponse, that is, for noncompletion of an entire school questionnaire or student questionnaire. The unit varied depending upon the weight being adjusted.

The nonresponse-adjusted school weight was derived as the product of the school's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that 17 sampled schools did not return a completed questionnaire. The preliminary weight for students was based upon the inverse of the probability that the student's school was selected into the sample multiplied by the inverse of the probability that the student was sampled within the school. The nonresponse-adjusted student weight was derived as the product of the student's preliminary weight times a nonresponse adjustment factor intended to adjust for the fact that some of the sampled students did not participate, that is, did not return a completed questionnaire. Statistical properties of the base year weights are presented in Table 3.2.1-1.

Each school appearing on the NELS:88 base year school file, and each student appearing on the NELS:88 student file, has a value for the final weight variable. The weight represents the probability of selection into the sample, in addition to a factor that adjusts for nonresponse. Thus, the weight serves

Table 3.2.1-1
NELS:88 base year statistical properties of sample case weights

Weight	School BYADMWT	Student BYQWT
Mean	37.46	122.29
Variance	2,109.17	4,359.16
Standard deviation	45.92	66.02
Coefficient of variation (×100)	122.59	53.99
Minimum	1.54	2.44
Maximum	387.30	836.91
Skewness	2.69	2.18
Kurtosis	9.47	16.32
Sum	38,774.12	3,007,779
Number of cases	1,035	24,595

the purpose of allowing a particular case to represent other nonsampled cases within its sampling stratum,and to represent nonresponding cases similar to it in various respects. Because separate final student and school weights have been provided, the construction of each will be considered separately in the following discussion.

Base Year School Weights. The final school weight, BYADMWT, was derived using a multistage process. First, an initial weight--which represented the inverse of the school's selection probability--was attached to each school record in a file containing records for all eligible schools in the NELS:88 sample. A logistic regression procedure was used to estimate in terms of a probability of nonresponding the degree to which each of the responding schools resembled a nonresponding school. This estimated probability of nonresponse was the first adjustment factor applied to a school's weight.

Next, a polishing procedure--multi-dimensional raking--further adjusted the weights to sum to known population totals within strata. Estimating the nonresponse probability for each of the responding schools was possible because key background information on almost all of the nonresponding schools was available.

The final result of these procedures was a weight for each of the responding schools adjusted to compensate for nonresponse. For the purpose of adjusting the school weight, a nonresponding school was defined as a school for which both school administrator questionnaire data and student questionnaire data were unavailable.

Base Year Student Weights. The final student weight, BYQWT, was also derived using a multistage process. A design weight for each eligible student on a participating school's sample roster represented the student's probability of selection within the school. A student-level nonresponse adjustment factor was calculated by forming weighting cells based upon the combination of certain levels of variables representing school type, region, ethnicity, and gender. For each student, the product of a preliminary school weight and the student's design weight was formed. (The preliminary school weight was slightly different from BYADMWT. BYADMWT was adjusted to accommodate the 17 schools for which school administrator questionnaire data were unavailable though student questionnaire data had been obtained. The preliminary school weight eliminated this step in the adjustment process. Thus, it is appropriate for application to the 1,052 schools with student questionnaire data available.) This product was summed for participating and nonparticipating students within weighting cells. The ratio of the sums for all sampled students to participating students was used as the nonresponse adjustment factor for each student's design weight.

3.2.2 Calculation of First Follow-Up Sample Weights

Two weights were developed for the overall NELS:88 first follow-up sample. The first, or *basic*, weight applies to all members of the first follow-up sample who completed a first follow-up questionnaire, regardless of their participation status in the base year. The basic weight (F1QWT) allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year or in the tenth grade during the 1989-90 school year. Thus, this population encompasses both populations of prime analytic interest--the population of 1990 tenth graders (including those who were not eighth graders in 1988) and the 1988 eighth-grade population (excluding any additional 1990 tenth graders). By selecting the appropriate sample members, analysts can use this basic weight to make unbiased projections to the first of these populations (i.e., 1990 tenth graders). The second, or *panel*, weight applies to all members of the first follow-up sample with complete data from both rounds of the study. The panel weight (F1PNLWT) can be used to make projections to the other key analytic population--1988 eighth graders (excluding those ineligible for base year data collection).

In the first follow-up a contextual weight was not developed for use with the school administrator and teacher data. Because students were subsampled in the first follow-up and all NELS:88 schools they attended were included in the school administrator sample, a contextual school weight was not necessary. Analysts who are interested in performing analyses of first follow-up student data in conjunction with the first follow-up school administrator data should use the first follow-up basic student weight, F1QWT. In the second follow-up, students were not subsampled, but only a subset of schools attended by the NELS:88 cohort was included in the school administrator sample, and a special contextual weight, F2CXTWT, was developed for cross-sectional analysis with second follow-up school data. Analysts who are interested in comparing both first follow-up and second follow-up contextual data for students should refer to the following section for a complete description of the uses of the second follow-up contextual weight, F2CXTWT.

3.2.3 Calculation of Second Follow-Up Weights

Explanation of Weights. Eight weights were developed for inclusion on the data files. They include:

F2QWT This cross-sectional weight applies to all members of the second follow-up sample who completed a second follow-up questionnaire, regardless of their participation status in previous rounds. It allows projections to the population consisting of all persons who were either in the eighth grade during the 1987-88 school year, in the tenth grade during the 1989-90 school year, or in the twelfth grade in the 1991-92 school year. By selecting the appropriate sample members with the flag G12COHRT, analysts can use F2QWT to make unbiased projections to such populations as 1992 twelfth graders.

F2CXTWT	This cross-sectional weight applies to students who attended the schools selected for inclusion in the school administrator and teacher components and who completed a second follow-up questionnaire. The population was restricted to early graduates and students who were in the schools during spring data collection. This weight allows analysts to generate national statistics using the school administrator and teacher data despite the bias against small cluster sizes in sample selection.
F2PNLWT	This panel weight applies to sample members who completed a questionnaire in all three rounds of NELS:88. This can be used to make projections to the population of 1988 eighth graders.
F2F1PNWT	This panel weight applies to all sample members who completed both a first follow-up and a second follow-up questionnaire, regardless of base year status. This allows projections to the population consisting of persons who were in the eighth grade in 1988 or in the tenth grade in 1990. By selecting appropriate sample members with the flag F2F1PNFL, analysts can use F2F1PNWT to make projections to such populations as 1990 tenth graders.
F2TRSCWT	This cross-sectional weight applies to all early graduates, dropouts, students in sampled schools during spring data collection, and all sample members who were both ineligible for all three rounds of NELS:88 and were in the twelfth grade during the 1991-92 school year for whom we received a transcript.
F2TRP1WT	This panel weight applies to sample members who were participants in 1988, 1990, and 1992 (all three rounds of NELS:88) and for whom transcript data are available. F2TRP1WT allows analysts to perform panel analyses using transcript data in conjunction with 1988, 1990, and 1992 test and questionnaire data.
F2TRP2WT	This panel weight applies to sample members who were participants in 1990 and 1992 (the first and second follow-up) and for whom transcript data are available. F2TRP2WT allows analysts to perform panel analyses using transcript data in conjunction with 1990 and 1992 test and questionnaire data.
F2PAQWT	This cross-sectional weight applies to all students for whom a parent questionnaire was collected during the second follow-up.

The Second Follow-Up Contextual Weight: Cross-sectional and Panel Analyses. F2CXTWT is to be used in cross-sectional analyses of second follow-up school and teacher data in conjunction with the student and dropout data. A contextual panel weight was not developed for analysis of contextual data across rounds of NELS:88. Researchers who are interested in using prior rounds of school administrator or teacher data in conjunction with second follow-up contextual data may use the second follow-up contextual weight, F2CXTWT, instead. Due to factors such as nonresponse in prior rounds, this weight does not produce as precise a population estimate as would a contextual panel weight.[6] Table 3.2.3-1

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[6] Researchers should exercise caution when employing the contextual weight, F2CXTWT, in a panel analysis. In particular, they should carefully assess bias relative to the subpopulations of interest and their specific analytic goals. It may also be desirable to compare results obtained from alternative weighting "approximations" (e.g., for 1988-1992, F2TRP1WT) to determine which provides the best result.

Table 3.2.3-1
NELS:88 sample weights for use with first follow-up and second follow-up school administrator data

Population of Interest		Sample Weight
First follow-up school administrator data with tenth-grade or first follow-up student cross-section	--------------->	F1QWT, the first follow-up student questionnaire weight
Second follow-up school administrator data with sophomore longitudinal cohort panel (population of 1990 tenth graders two years later in 1992)	--------------->	F2CXTWT, the second follow-up contextual weight
Second follow-up school administrator data with twelfth-grade or second follow-up student cross-section	--------------->	F2CXTWT, the second follow-up contextual weight

lists the first and second follow-up weights to be used with analyses using the first and second follow-up school administrator data. Table 7.1-1 provides a summary of populations and levels of analysis possible with NELS:88 school data. Table 7.1-2 summarizes the weights, sample numbers, and sample indicators necessary for student-level analyses performed in conjunction with base year, first follow-up, and second follow-up school administrator data.

Process for Calculation of Second Follow-Up Weights. A basic four-step process was defined for the calculation of all eight questionnaire weights. The first step, developing a classification scheme, was done at the beginning of the weighting process for all students in the sample. The values remained static and were used for all weights. Steps 2 through 4 were followed for all weights, but the results of each were tailored according to the characteristics of each weight's specific population.

Step 1. Develop a classification scheme.

All sample members were divided into sample groups depending on their status during data collection for each round of NELS:88. Freshened students were assigned the status of their linked student. Students whose status was unknown had their status imputed based upon the distribution of status across others in their base year, first, or second follow-up categories and, where group size permitted, race and gender were also considered. The basic classifications for a single round are:

1. Eligible, dropout as of survey date

2. Eligible, in school, in expected grade

3. Eligible, in school, not in expected grade

4. Ineligible
    a. in school, in expected grade
    b. in school, not in expected grade
    c. not in school

5. Out of scope (deceased or out of country)

6. Eligible, freshened, dropout as of survey date

7. Eligible, freshened, in school

8. Ineligible, freshened

In this classification scheme, "dropout" (following the High School and Beyond definition) refers to a student who has left a diploma-granting high school program. This included members who were not pursuing an education at all, home study students, members who were continuing their education in a non-traditional setting (e.g., preparing for the GED examination), and institutionalized sample members. There are two exceptions to this general rule. First, early graduates were included in the "in school" category. Second, because sample members in non-traditional schools during the first follow-up were classified as students then, they were treated as such during the calculation of their first follow-up status.

"Ineligible" refers to members who were not surveyed due to a language barrier or a mental or physical incapacity. "Expected grade" means tenth grade in the first follow-up and twelfth grade or early graduate in the second follow-up.

Step 2. Establish second follow-up design weight.

The design weight reflects the selection probabilities for each case for a given population. Sample members may have multiple design weights that vary depending upon the weight that is being calculated.

For the weights unaffected by school sampling (F2QWT, F2PNLWT, F2F1PNWT) and for the dropouts, early graduates, and ineligible twelfth graders in F2TRSCWT,[7] the design weight used is equal to the first follow-up design weight. Second follow-up freshened students take on the first follow-up design weight of the student they were linked to in the freshening process. When sample members are included due to their association with a sampled school in F2TRSCWT and for all members in the F2CXTWT population, it is equal to the first follow-up design weight divided by their school's second follow-up selection probability. For students represented in the parent sample, the calculation of F2PAQWT uses the first follow-up design weight divided by the parent's second follow-up selection probability.

Step 3. Adjust for second follow-up nonresponse.

Nonresponse adjustment cells were based upon combinations of the classification values from step 1 as well as race (Hispanic, API, other, unknown), and gender for the members of that weight's population. The second follow-up design weight for each responding sample member was inflated by a factor equal to the inverse of the weighted response rate for their cell. This yielded their nonresponse adjusted weight. This step was performed independently for each weight calculated. For second follow-up freshened students the nonresponse adjusted weight serves as their final weight.

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[7] Included in the transcript data files are approximately 90 students who were ineligible in all three rounds of NELS:88 and were seniors in 1992.

Step 4. Perform multidimensional raking.

Sample members who were not freshened in the second follow-up had their second follow-up nonresponse adjusted weight further adjusted through a raking step. The total sum of the weights and percentage distributions that were used in raking were developed as follows:

a) Targets were developed that used the second follow-up expanded sample weight. The second follow-up expanded weight is a weight that was calculated for every sample member in order to estimate national dropout rates.[8] It was used in developing total sum of weights targets to ensure consistency in dropout rates derived when using questionnaire weights. These targets were calculated separately for each of the eight questionnaire weights and reflected the characteristics of each weight's inference population. Two types of target numbers were developed. The sum of expanded weights for a given questionnaire weight's inference population was used as the target total population for that questionnaire weight. Weighted frequency distributions using the expanded weights associated with a questionnaire weight's inference population were calculated for the following: dropout rates between base year and first follow-up; dropout rates between first follow-up and second follow-up; and first follow-up status (from step 1) and second follow-up status (from step 1).

b) Additional percentage targets were developed for raking using first follow-up weights. Calculated independently for each of the eight weights according to the characteristics of each inference population, these targets used F1QWT for sample members who had been eligible for the first follow-up questionnaire or the first follow-up design weight for those who were not. Weighted frequencies calculated using these weights were used as target distributions. These target categories included race (white, black, Hispanic, API, American Indian, unknown), gender, base year school region, base year school type, and base year school urbanicity.

Results of Weighting. To check the second follow-up contextual weight, its statistical properties were analyzed. Table 3.2.3-2 displays the mean, variance, standard deviation, coefficient of variation, minimum, maximum, skewness, and kurtosis for the weight. Tables showing results for the remaining weights can be found in the student, transcript (transcript weights), and parent (parent weight) data file user's manuals and the *NELS:88 Second Follow-Up Sample Design Report*.

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[8] For sample members not freshened in the second follow-up, the process involved using a multidimensional raking procedure to adjust the second follow-up design weight where the marginal target categories were based on roster race (API, Hispanic, other, unknown) and gender, base year school type, base year school region, base year school urbanicity, and the status values from the classification scheme described above in step 1. Target margins for the expanded weight were calculated using the first follow-up expanded sample weight (a similar weight developed in the first follow-up for estimating the 1988-90 dropout rate) for students for whom one was calculated and first follow-up design weights for the first follow-up sample members who did not receive a first follow-up expanded weight (such as the freshened). Second follow-up freshened students have their second follow-up design weight as their expanded sample weight. This step was performed for the sample as a whole.

Table 3.2.3-2
Statistical properties of the second follow-up contextual weight

WEIGHT	F2CXTWT
Mean	171.77
Variance	102513.57
Standard Deviation	320.18
Coefficient of Variation (X 100)	191.05
Minimum	1.98
Maximum	12025.09
Skewness	19.14
Kurtosis	543.71
Sum	2,695,994.30
Number of Cases	15,695

3.3 Standard Errors and Design Effects

In this section we discuss the calculation of standard errors as a measure of sampling variability in survey results; the standard error is an estimate of the expected difference between a statistic from a particular sample and the corresponding population value.

Survey Standard Errors. Because the NELS:88 sample design involved stratification, disproportionate sampling of certain strata, and clustered (i.e. multi-stage) probability sampling, the resulting statistics are more variable than they would have been had they been based on data from a simple random sample of the same size.

The calculation of exact standard errors for survey estimates can be difficult and expensive. Popular statistical analysis packages such as SPSS (Statistical Program for the Social Sciences) or SAS (Statistical Analysis System) do not calculate standard errors by taking into account complex sample designs. Several procedures are available for calculating precise estimates of sampling errors for complex samples. Procedures such as Taylor Series approximations, Balanced Repeated Replication (BRR), and Jackknife Repeated Replication (JRR) produce similar results.[9] Consequently, it is largely a matter of convenience which approach is taken. For NELS:88, NORC used the Taylor Series procedure to calculate the standard errors.

Design Effects. The impact of departures from simple random sampling on the precision of sample estimates is often measured by the design effect (designated as DEFF). For any statistical estimator such as a mean or a proportion, the design effect is the ratio of the estimate of the variance of a statistic derived from consideration of the sample design to that obtained from the formula for simple random samples. The square root of the design effect (also called the root design effect, and designated as DEFT) is also useful. The following formulas define the design effects and root design effect:

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[9] Frankel, M.R., *Inference from Survey Samples: An Empirical Investigation* (Ann Arbor: Institute for Social Research, 1971).

$$1)\quad \text{DEFF} = \frac{(\text{DESIGN-SE})^2}{(\text{SRS-SE})^2}$$

$$2)\quad \text{DEFT} = \frac{\text{DESIGN-SE}}{\text{SRS-SE}}$$

where DESIGN-SE designates the standard error of an estimate calculated by taking into account the complex nature of the survey design, and SRS-SE designates the standard error of the same estimate calculated as if the survey design was a simple random sample.

3.3.1 Base Year Standard Errors and Design Effects

Selection of Base Year Items. Standard errors and design effects were selected for 30 means and proportions based on the NELS:88 base year student, school, and parent data.[10] The 30 variables from the student questionnaire were selected to overlap as much as possible with those variables examined in High School and Beyond. The remaining variables from the student questionnaire and from the parent and school questionnaires were selected randomly from each topical section of each questionnaire. Standard errors and design effects were calculated for each statistic both for the sample as a whole and for selected subgroups. For both the student and parent analyses, the subgroups were based on the student's sex, race and ethnicity, school type (public, Catholic, and other private), and socioeconomic status (lowest quartile, middle two quartiles, and highest quartile). For the school analysis, the subgroups were based on two levels of school type (public and combined private) and eighth-grade enrollment (at or below the median and above the median).

3.3.2 First Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 first follow-up student and dropout data.[11] The goal was to estimate standard errors/design effects for all respondents including dropouts, on the one hand, and separately for dropouts, on the other. Because a special contextual weight was not constructed in the first follow-up, standard errors and design effects were not calculated separately for the school component.

3.3.3 Second Follow-Up Standard Errors and Design Effects

Standard errors and design effects were also calculated for 30 means and proportions based on the NELS:88 second follow-up student, dropout, and parent. As in the first follow-up analysis, the goal was to estimate standard errors/design effects for all respondents including dropouts and separately for dropouts.

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[10] For a more detailed presentation of design effects for individual items for the total sample and for various subsamples, see the *NELS:88 Base Year Sample Design Report*. For tables of base year parent and school administrator questionnaire data standard errors and design effects, see the respective base year data file user's manuals, or the sample design report.

[11] For a more detailed presentation of the first follow-up design effects for individual items for the total sample and for various subsamples, see the *NELS:88 First Follow-Up: Student Component Data File User's Manual*.

Selection of Second Follow-Up Items. The same selection criteria were used for all components in selecting the items for standard error and design effect analysis. The first criterion was whether a question had been used in the NELS:88 base year analyses of standard errors and design effects. Because some items included in the base year standard error and design effect analysis were not repeated in the second follow-up, it was necessary to select new items for the analysis. Policy relevance was the criterion for selecting the remaining items. This criterion was applied in order to ensure that variables that are important to analysts, thus likely to have a higher frequency of use, were represented. These remaining items consisted primarily of critical items in the student questionnaire. For the contextual sample, standard errors and design effects were calculated using the contextual weight for the same 30 variables employed for the student component standard error and design effect analysis discussed in Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

Results. Standard errors and design effects were calculated for each of the items for the sample as a whole and for selected subgroups. The subgroups were based on the respondent's sex, race/ethnicity, school type (public, Catholic, and other private), socioeconomic status (lowest quartile, middle two quartiles, and highest quartile), and urbanicity (urban, suburban, and rural. The standard errors and design effects were calculated using the second follow-up contextual weight, F2CXTWT. (A description of the contextual weight is presented in section 3.2.3.)

Results for the student questionnaire items are shown in Table 3.3.3-1. For the same items, design effects for the contextual weight are higher than for those calculated using the questionnaire weight (see Table 3.3.1-9 in the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*). This increase may reflect greater clustering introduced through the subsampling of schools for the school and teacher data collection. The greater clustering of cases results in larger intraclass correlations, and subsequently a larger design corrected standard error.

The pattern of larger design effects compared to those calculated using the questionnaire weight holds for subgroups as well (see Table 3.3.3-2 compared with Table 3.3.1-12 in the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*) with the exception of groups defined by Asian/Pacific Islander and American Indian/Alaskan Native ethnicity. In general, the average subgroup design effects are smaller than the overall average design effect, probably because of the dispersion of subgroup members across clusters defined by base year schools.

Although standard errors and design effects may also be calculated for the school administrator questionnaire items using the contextual sample weight, F2CXTWT, researchers should be aware that school-level design effect calculations are quite large compared to those typically found for the NELS:88 data. School-level design effects are large for the following reasons: 1) since students who attend the same school receive the same response given by their school administrator for the school questionnaire items, there is a clustering effect on the school items that are coded at the student level. Because of this clustering effect, the design effect for school items is greater than that for student items; and 2) F2CXTWT may correlate with school response for items in the school questionnaire. Due to this possible correlation, the variances of the estimates for the school items are greater than that for the student items. The large design effects which a researcher would encounter with school data using F2CXTWT underscores the recommendation that school-level information be used as a context within which to understand student level characteristics. NELS:88 second follow-up school characteristics should be used as independent variables, and *not* as dependent variables in any analysis. The large design effects that a researcher would find associated with school-level information demonstrates that school data would be comparatively inefficient as dependent variables in analytic models.

Table 3.3.3-1
Standard errors and design effects for second follow-up student questionnaire data for students in the contextual sample (N=15,695)

Students in Contextual Sample

Survey item (or composite variable)		Estimate	Design S.E.[a]	DEFF	DEFT	N	SRS S.E.[b]
There are many gangs in school	F2S7H	16.58	0.723	5.830	2.414	15425	0.299
I cut or skipped classes	F2S9B	2.33	0.076	6.010	2.452	15433	0.031
High school program - college prep	F2S12Ab	42.12	0.972	6.031	2.456	15561	0.396
High school prgram - voc/tech prgms	F2S12Ad	14.92	0.584	4.182	2.045	15561	0.286
Time watching TV during week	F2S35A	78.47	0.692	4.261	2.064	15031	0.335
Being successful in line of work	F2S40A	98.62	0.400	18.367	4.286	15578	0.093
Level schl R's mother wants R cmplte	F2S42B	48.01	0.917	4.824	2.196	14318	0.418
Level school R anticipates completing	F2S43	32.98	0.843	4.858	2.204	15108	0.382
At age 30 R expects to be a manager	F2S64Bf	5.47	0.347	3.456	1.859	14853	0.187
At age 30 R expects to be technician	F2S64Bp	5.49	0.344	3.389	1.841	14853	0.187
I feel good about myself	F2S66A	93.68	0.340	2.790	1.670	14293	0.204
Luck more important than hard work	F2S66C	10.85	0.495	3.601	1.898	14217	0.261
Something always prevents success	F2S66F	22.21	0.673	3.720	1.929	14191	0.349
Plans hardly ever work out	F2S66G	19.44	0.737	4.905	2.215	14139	0.333
I do not have much to be proud of	F2S66L	14.62	0.593	3.979	1.995	14128	0.297
Chances R's life better than parents	F2S67K	61.62	0.897	4.773	2.185	14031	0.411
Number friends plan to attend college	F2S69E	54.82	0.997	5.674	2.382	14137	0.419
Relationship with fthr/mthr R's child	F2S79	15.97	2.106	1.626	1.275	492	1.642
Amt earn/hour current/mst recent job	F2S91	5.46	0.054	9.000	3.000	9300	0.018
Amt earn from job R spends to go out	F2S92B	15.43	0.750	5.178	2.276	12009	0.330
Amt earn from job R spends on rent	F2S92D	1.52	0.164	2.147	1.465	11957	0.112
Last 2 yrs family memb in drug rehab	F2S96P	6.99	0.335	2.641	1.625	15305	0.206
Who decides if R can have job	F2S98C	52.52	0.966	4.983	2.232	13315	0.433
R's futr faml to be simlr to own faml	F2S100F	38.54	0.953	4.923	2.219	12840	0.430
English is native language	F2S107	10.36	0.801	10.778	3.283	15596	0.244
How well does R speak English	F2S109B	5.11	1.034	3.378	1.838	1531	0.563
Reading IRT-estimated number right	F2TXRIRR	32.97	0.240	7.111	2.667	12887	0.090
Mathematics IRT-estmted nmbr right	F2TXMIRR	48.21	0.346	7.662	2.768	12902	0.125
Science IRT-estimated number right	F2TXSIRR	23.28	0.143	6.760	2.600	12816	0.055
Hist/Cit/Geo IRT-estmted nmbr right	F2TXHIRR	34.77	0.122	6.738	2.596	12753	0.047
Mean				5.452	2.264		
Minimum				1.626	1.275		
Maximum				18.367	4.286		
Standard deviation				3.090	0.570		
Median				4.798	2.191		

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[a] Standard error calculated taking into account the sample design.
[b] Standard error calculated under assumptions of simple random sampling.

Table 3.3.3-2
Mean design effects (DEFFs) and root design effects (DEFTs) for second follow-up student questionnaire data for students in contextual sample (*N*=15,695)

Group	Mean DEFF	Mean DEFT
All Respondents	5.452	2.264
Male[a]	4.787	2.152
Female	5.227	2.130
White[b]	5.409	2.229
Black	3.093	1.714
Hispanic	3.881	1.932
Asian/Pacific Islander	3.486	1.834
American Indian/ Alaskan Native	1.613	1.253
Public schools	4.992	2.162
Catholic schools	2.923	1.646
Other private schools	14.059	3.423
Low SES	4.081	1.959
Middle SES	3.507	1.843
High SES	7.082	2.462
Urban	5.020	2.175
Suburban	5.710	2.273
Rural	4.536	1.978

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[a] Sex categories are based on the composite sex variable.
[b] Race categories are based on the composite race variable.

Note: Each mean is based on 30 items, including four cognitive test items.

3.4 Additional Sources of Nonobservational Error

Analysis of survey error is important for understanding the potential bias in making inferences from an obtained sample to a population. Sampling errors occur because the data are collected from a sample rather than a census of the population. Sampling error analyses for NELS:88 (documenting standard errors of measurement and design effects for key variables) were presented earlier in this chapter (see section 3.3). In this section, other sources of nonobservational error are discussed.

Nonobservational error results from measurements not being taken from a portion of the population.[12] Several factors comprise nonobservational error, including nonresponse biases caused by unit and item nonresponse and undercoverage. Nonresponse is readily quantified. While many data quality factors are difficult to measure in the non-experimental context of large-scale survey administration, NELS:88 offers the possibility of comparing reports from multiple sources, thereby permitting some approximate but useful validity parameters. Following is a discussion of nonobservational error in the school component in terms of nonresponse. A detailed discussion of student undercoverage appears in the *NELS:88 Second Follow-Up: Student Component Data File User's Manual*.

3.4.1 Second Follow-Up Unit and Item Nonresponse

Unit Nonresponse. Unit nonresponse occurs when an individual respondent (such as a teacher, student, or school administrator) declines to participate, or when the cooperation of a school cannot be secured. In the base year, an analysis of school-level nonresponse suggested that, to the extent that schools can be characterized by size, control, organizational structure, student composition, and so on, the impact of nonresponding schools on the quality of the student sample is small (for details, see the *NELS:88 Base Year Sample Design Report*, pp. 33-39). School nonresponse has not been assessed in the second follow-up for two reasons. First, there was very little school-level nonresponse--the school administrator questionnaire completion rate exceeded 98 percent. Second, the second follow-up sample was student-driven, unlike the base year sample. Hence, even if a school refused, the individual student was pursued outside of school.

The effect of student-level nonresponse within the responding schools was not assessed in the base year, although males, blacks, and Hispanics tended to be nonparticipants more often than females, whites or Asians. The effects of individual nonparticipation in the base year, first and second follow-ups will be systematically examined, and reported in future NELS:88 documentation.

Item Nonresponse. Analysis of survey error is important for understanding potential bias in making inferences from an obtained sample to a population. Sampling and nonsampling errors are the key constituents of total survey error. Sampling error is quantified through the standard errors and design effects for key variables. There are various sources and types of nonsampling measurement error, including estimate error or bias associated with unit (individual) nonresponse and item nonresponse. This section reports specifically on nonsampling error as a function of item nonresponse. In addition to its role as a potential source of bias, item nonresponse also has the effect of diminishing the number of observations that can be used in calculating statistics from affected data elements and thus increases sampling variances. Since item nonresponse is an important potential and uncorrected source of data bias, it is necessary to measure its impact so that analysts can properly take potential response biases into account.

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[12] Groves, R. M., *Survey Errors and Survey Costs*. New York: John Wiley and Sons, 1989, page 11.

Item nonresponse occurs when a respondent fails to complete certain items on the survey instrument. While bias associated with unit nonresponse has been controlled by making adjustments to case weights, item nonresponse has generally not been compensated for in the NELS:88 school administrator component data set. There is one exception to this generalization.

The exception is machine editing, through which, occasionally, certain nonresponse problems are rectified by imposing inter-item consistency, particularly by forcing logical agreement between filter and dependent questions. Thus, for example, the missing response to a filter question can often be inferred if the dependent question has been answered. Because the edited files were used in the nonresponse analysis reported below, this adjustment to item nonresponse is reflected in the results of the analysis.

A further point to note is that there may be some hidden nonresponse in the NELS:88 questionnaires that is impossible to quantify. This is the case because for a few questions, a "mark all that apply" format was used. While such a format results in slightly less burden to the respondent, it also makes it impossible to distinguish between a negative response and nonresponse. This conflation of negative response and nonresponse creates the potential for nonresponse biases that cannot be measured and thus cannot become the basis for precise warnings to users about the limitations of data.

A final point to note is that, implicitly, unit nonresponse is a further source of missing item data--that is, nonparticipating schools or students complete no questionnaire items. Weights accommodate student level nonresponse by projecting questionnaire data to the full population, with appropriate adjustments for defined subgroups. However, they cannot compensate for the bias that arises if nonrespondents would have answered the questionnaire differently than respondents. For this reason, "total response" should be thought of as the survey (unit) response rate times the item response rate. For example, given a weighted 1992 student-level response rate of 98 percent, and an item response rate of 85 percent, total response would be 83 percent.

Two main objectives inform this item nonresponse analysis. One objective is to quantify mean questionnaire nonresponse overall. A second objective is to describe nonresponse patterns in terms of questionnaire item characteristics. In order to realize the first objective, average nonresponse rates were calculated for each item. In order to fulfill the second objective, nonresponse was measured as a function of three item characteristics: 1) position in the questionnaire, 2) topic, and 3) whether the item was contingent on a filter.

Population and Data File Definitions.

Definition 1: "Item"

For purposes of this analysis, "item" refers to each data element or variable. For a question composed of multiple subparts, each subpart eliciting a distinct response is counted as an item for item nonresponse purposes. Thus, a single question that poses three subquestions is treated as three variables.

Definition 2: "Response Rate"

NCES standards stipulate that item response rates (Ri) "are to be calculated as the number of respondents for which an in-scope response was obtained (i.e., the response conformed to acceptable categories or ranges), divided by the number of completed interviews for which the question (or questions if a composite variable) was intended to be asked:"

$$Ri = \frac{\text{weighted \# of respondents with in-scope responses}}{\text{weighted \# of completed interviews for which question was intended to be asked}}$$

In-scope responses were considered to be valid answers (including a "don't know" response when this was a legitimate response option). Out-of-scope responses were multiple responses to items requiring only a single response, refusals, and missing responses.

Definition 3: "Analysis Populations"

A. Item nonresponse analysis population--school level. All administrators of an eligible school who completed a school administrator questionnaire.

B. Item nonresponse analysis population--student level. All students whose school administrator fulfilled the requirements of item A above, were enrolled in an eligible school, were eligible for NELS:88, and completed a student questionnaire. All analysis presented here was conducted using the student level population.

Definition 4: "School Administrator Questionnaire Data File"

The restricted use data elements with machine-edited, weighted data were used as the basis for the analysis. Cases not authorized for public release were excluded from this analysis. Nonresponse rates of composite and other constructed variables were not examined in this analysis.

Definition 5: "Nonresponse"

For the school administrator questionnaire several numerical reserved codes were used to categorize nonresponse. The reserved codes and definitions appear below. The first three--reserved codes 6, 7 and 8--define out-of-scope or illegitimate nonresponse, and were used as the basis for this nonresponse analysis.

6 = Multiple Response. For an item that required one response only, the respondent marked more than one response, and the multiple response could not be resolved.

7 = Refused Critical Item. Respondent was unwilling to answer the question at the time of the questionnaire administration and upon nonresponse follow-up by survey administrators.

8 = Missing. The response datum is illegitimately missing. That is, a datum that should be present for this respondent is missing. Data elements not appearing on the abbreviated school administrator questionnaire were considered as illegitimately missing.

9 = Legitimate Skip. The response datum is legitimately missing. That is, owing either to responses to preceding filter questions or to other respondent characteristics data for this item should not be present for this respondent. Responses under reserved code 9 were not included in the nonresponse analysis.

DK = "Don't Know." "Don't Know" is often used as a nonresponse code. In the NELS:88 data set, "Don't Know" is embedded as a legitimate response category in some of the questionnaire items. For purposes of this analysis, "Don't Know" was not classified as a nonresponse.

Item-Level Nonresponse. Table 3.4.1-1 shows descriptive statistics for item nonresponse for the school administrator questionnaire overall and for items grouped into categories depending upon their position in the questionnaire, the topic they addressed, and whether they were part of a skip or filter pattern.

The mean student-level item nonresponse rate for the NELS:88 second follow-up school administrator questionnaire is 15.5 percent, compared to 2 percent in the base year, and 17 percent in the first follow-up.

Two special factors contributed to item nonresponse in the second follow-up school administrator questionnaire. Twenty-six percent of the item nonresponse occurs in three vocational education questions.[13] These questions were added to the instrument after the completion of field testing. The vocational education questions would have benefitted from testing prior to administration.

The second factor which contributed to item nonresponse was the administration of abbreviated school questionnaires. One hundred eight abbreviated school questionnaires were administered in the second follow-up, while 250 abbreviated instruments were administered in the first follow-up. The second follow-up abbreviated questionnaire consisted of 14 questions selected from the original questionnaire's 63 questions. For the purposes of this analysis abbreviated questionnaires have been treated as if they were full instruments.

Item Nonresponse by Position in the Questionnaire. One response pattern in self-administered questionnaires is for item nonresponse to increase as one progresses through the questionnaire. Initially, this pattern does not appear to apply to the school administrator questionnaire. However, when the vocational education questions discussed above are excluded from analysis, the familiar trend emerges. Excluding the vocational education questions, item nonresponse for the first third of the questionnaire decreases to 7.2 percent. In the second and last thirds of the instrument, item nonresponse rates increase to 15.4 percent and 11.5 percent, respectively.

While length may have contributed to higher mean rates of item nonresponse in the second and last thirds of the school questionnaire, one should approach this conclusion with caution. The last third of the school questionnaire corresponds to section five, "School Governance and Climate." Section five was completed only by the school principal, while sections one through four could have been completed by a designate of the school principal. When one views the second follow-up school administrator questionnaire as two instruments with--in many cases--two respondents, the assertion that length accounts for a large portion of the mean item nonresponse rate becomes tenuous.

Item Nonresponse by Topic. Three school administrator questionnaire topics exhibit unexpectedly high item nonresponse rates. The first topic, found in the instrument's "School Characteristics" section, is vocational education. Item nonresponse for these untested items ranges from 16.7 percent to 89.2 percent. During telephone administration of the school questionnaire many respondents complained that they should not be made to answer question 8B if they answered "00" or "01" for question 8A. Project staff decided, based on the large volume of respondent feedback, to implement this skip (if 8A = "00"

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[13] F2C8A - Vocational Completer Defined, F2C8B - Vocational Completer Requirements, F2C9 - Vocational Services Available.

Table 3.4.1-1
Percent nonresponse on the school component data file by various item characteristics

Domain	Average	Standard Deviation	Minimum	Maximum	Number of Items
Overall	15.49	15.90	.00	89.23	409
Position					
First Third	21.40	24.14	0.15	89.23	136
Second Third	13.69	10.32	0.55	58.89	134
Last Third	11.45	4.51	.00	60.33	139
Topic (in order of appearance in the questionnaire)					
Schl Traits	20.77	23.61	0.15	89.23	144
Student Traits	5.70	6.56	0.99	22.44	27
Teaching Staff	15.02	10.50	0.55	45.73	58
Schl Polices	18.56	10.43	4.84	58.89	37
Schl Climate	11.43	4.44	.00	60.33	143
Filtered					
No	11.05	7.98	.00	60.33	336
Yes	35.92	24.91	5.26	89.23	73

or "01" skip 8B). Unfortunately item nonresponse for question 8B remains prodigious even after implementation of this skip.

It can be suggested that the use of vague and unfamiliar terms reduced response rates for the vocational education questions. In addition, the complex matrix structure of question 8B may have placed excessive burden on respondents. The vocational education items may have benefitted from a preceding filter question which allowed respondents, if their school did not have a vocational education program, to skip the topic area. Whatever the flaws in these questions may be, the data collected by these questions are of dubious quality. Due to potential nonresponse bias data users should use caution when selecting the vocational education items for analysis.

A second problematic topic is the number of part-time teachers. Found in the "Teaching Staff Characteristics" section of the school instrument, questions 36A2-L2 exhibit nonresponse rates which range from 22.7 percent to 45.7 percent. Like the vocational education items, these items were not field tested. The formidable structure which contained these items may have imposed excessive burden on school administrators. When considering the part-time teacher items for analysis, users should exercise caution due to potential nonresponse bias.

Minimum competency testing is another topic in the school questionnaire subject to high item nonresponse. Unlike the vocational education and part-time teacher items, questions 43 through 47 were field tested. Found in the "School Policies and Programs" section, the most problematic of these items (questions 43C-F) have nonresponse rates between 28.2 and 37.7 percent. By changing question 43 after the field test from a "Circle All That Apply" format to a "Yes - No" format, item nonresponse rates (52 percent to 78 percent in the field test) were lowered considerably.

Questionnaire position, near the end of the portion of the instrument eligible for completion by school personnel other than the school administrator, may account for a portion of the nonresponse to the minimum competency items. A lack of respondent knowledge about minimum competency testing, and minimum competency testing's sensitivity may have also contributed to item nonresponse. Due to potential nonresponse bias data users should exercise caution when choosing questions 43C-F for analysis.

Item Nonresponse by Dependence on a Filter Question. Second follow-up school questionnaire nonresponse is three times higher in items dependent on a filter question (see table 3.4.1-1). Even when the vocational education questions discussed above are excluded, nonresponse rates are nearly twice as great in dependent items (19.2 percent) when compared with filter items (10.3 percent). The minimum competency testing questions of section four are dependent on a preceding filter question, as is still another vocational education item, question 17.

Dependent items carry with them missing data from the corresponding filter item. School questionnaire filter items would probably have benefitted from the High School & Beyond practice of making nearly all filter items critical and thus subject to retrieval. The nonresponse rates reported here for items dependent on a filter question are inflated to the extent that the rates contain "hidden skips." Hidden skips are those missing responses that would have been skips had the respondent answered the appropriate filter item. Unfortunately it is not possible to quantify hidden skips.

Item-Level Nonresponse by Critical Items. The nonresponse rate for school survey critical items is 6.7 percent, well above the rate found in the second follow-up student questionnaire (3.3 percent) or the second follow-up dropout questionnaire (4.2 percent). Of the school instrument's 125 critical items, 64 are located in last section, "School Governance and Climate." Nonresponse rates for the primary critical items in section five (questions 52 and 56) range from 9.7 percent to 13.5 percent.

Questions 52 and 56 are thought-provoking, full-page matrix structure questions. These question formats may have placed too much burden on school principals. In addition, the high critical item nonresponse rates found in section five may reflect the difficulty of retrieving data from the school principal, as opposed to other school personnel. Finally, placing over half of the school questionnaire's critical items in the last section may have left those 64 items vulnerable to respondent fatigue. Table 3.4.1-2 lists the nonresponse for critical items in the school administrator questionnaire.

Summary and Conclusions. Second follow-up school administrator questionnaire item nonresponse rates suffered from the inclusion of untested questions. The administration of 124 abbreviated instruments also increased school questionnaire item nonresponse rates. In spite of these and other difficulties mean weighted school questionnaire total response, 83.1 percent, is well within the NCES standard. NCES's standard asserts that total weighted response (unit nonresponse multiplied by item nonresponse) should be at least 70 percent. When the untested vocational education questions are excluded, school questionnaire total response is 87.1 percent. Individual items which exceed the NCES standard are annotated as such in the codebook.

Table 3.4.1-2
Nonresponse for critical items in the school administrator questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2C1	0.15%	0.28%
F2C2	0.40%	0.56%
F2C24	1.16%	0.69%
F2C3A	0.64%	0.29%
F2C3B	0.64%	0.29%
F2C3C	0.64%	0.29%
F2C3D	0.64%	0.29%
F2C3E	0.64%	0.29%
F2C3F	0.64%	0.29%
F2C3G	0.64%	0.29%
F2C3H	0.64%	0.29%
F2C3I	0.64%	0.29%
F2C3J	0.64%	0.29%
F2C3K	0.64%	0.29%
F2C3L	0.64%	0.29%
F2C3M	0.64%	0.29%
F2C3N	0.64%	0.29%
F2C3O	0.64%	0.29%
F2C4A	0.39%	0.34%
F2C4B	1.53%	1.67%
F2C4C	1.89%	1.87%
F2C4D	1.53%	1.66%
F2C4E	2.28%	1.93%
F2C4F	2.23%	1.93%
F2C4G	2.18%	1.83%
F2C4H	2.26%	1.91%
F2C4I	2.23%	1.88%
F2C4J	2.35%	2.08%
F2C4K	2.39%	2.24%
F2C4L	2.39%	2.05%
F2C4M	2.42%	1.97%
F2C4N	2.42%	1.97%
F2C4O	2.48%	2.22%
F2C7A	8.21%	8.25%
F2C7B	8.09%	8.12%
F2C7C	8.15%	8.17%
F2C7E	8.26%	8.33%
F2C7F	8.26%	8.33%
F2C7G	8.26%	8.33%
F2C25A	1.83%	1.76%
F2C25B	1.56%	1.30%
F2C25C	1.67%	1.49%
F2C25D	1.40%	1.17%
F2C25E	1.97%	1.96%

Note: For a list of the actual questions, refer to Appendix I.

Table 3.4.1-2 (cont.)
Nonresponse for critical items in the school administrator questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2C25F	1.85%	1.85%
F2C25G	1.98%	1.85%
F2C25H	1.26%	1.18%
F2C25I	1.07%	1.04%
F2C25J	1.38%	1.28%
F2C25K	0.99%	1.17%
F2C29A	0.55%	0.58%
F2C29B	1.10%	0.93%
F2C56A	9.74%	8.11%
F2C56B	9.65%	7.98%
F2C56C	9.65%	7.98%
F2C56D	9.94%	8.20%
F2C56E	9.83%	8.12%
F2C56F	9.85%	8.11%
F2C56G	9.71%	8.00%
F2C56H	9.71%	8.00%
F2C56I	9.83%	8.10%
F2C56J	9.90%	8.12%
F2C56K	9.73%	8.11%
F2C56L	9.84%	8.11%
F2C56M	9.74%	8.01%
F2C63D	17.47%	15.16%
F2C63M	16.08%	14.27%
F2C63Y	0.00%	0.00%
F2C7D1	8.26%	8.33%
F2C7D2	8.26%	8.33%
F2C7D3	8.26%	8.33%
F2C7D4	8.26%	8.33%
F2C7D5	8.26%	8.33%
F2C7D6	8.26%	8.33%
F2C7D7	8.26%	8.33%
F2C7D8	8.26%	8.33%
F2C7D9	8.26%	8.33%
F2C52A1	9.80%	8.24%
F2C52A2	12.94%	11.07%
F2C52A3	10.60%	9.16%
F2C52A4	10.56%	9.18%
F2C52A5	10.43%	9.03%
F2C52A6	11.20%	10.23%
F2C52B1	10.32%	9.18%
F2C52B2	12.99%	11.12%
F2C52B3	11.03%	9.31%
F2C52B4	10.61%	9.29%
F2C52B5	11.10%	9.91%

Note: For a list of the actual questions, refer to Appendix I.

Table 3.4.1-2 (cont.)
Nonresponse for critical items in the school administrator questionnaire

Item Number	Weighted Percent Not Responding	Unweighted Percent Not Responding
F2C52B6	12.13%	10.89%
F2C52C1	9.84%	8.35%
F2C52C2	12.59%	10.55%
F2C52C3	10.68%	8.96%
F2C52C4	10.33%	9.06%
F2C52C5	10.78%	9.59%
F2C52C6	11.93%	10.75%
F2C52D1	10.76%	9.49%
F2C52D2	12.53%	10.70%
F2C52D3	10.04%	8.52%
F2C52D4	10.72%	9.39%
F2C52D5	10.84%	9.55%
F2C52D6	11.60%	10.29%
F2C52E1	10.00%	8.61%
F2C52E2	12.72%	10.77%
F2C52E3	10.16%	8.74%
F2C52E4	10.74%	9.53%
F2C52E5	10.91%	9.60%
F2C52E6	11.75%	10.49%
F2C52F1	9.97%	8.64%
F2C52F2	12.57%	10.70%
F2C52F3	9.86%	8.47%
F2C52F4	10.44%	9.12%
F2C52F5	10.50%	9.22%
F2C52F6	11.58%	10.25%
F2C52G1	9.95%	8.43%
F2C52G2	13.47%	11.59%
F2C52G3	10.01%	8.50%
F2C52G4	10.27%	8.94%
F2C52G5	10.53%	9.29%
F2C52G6	11.64%	10.41%
F2C52H1	10.13%	8.55%
F2C52H2	12.68%	10.91%
F2C52H3	10.88%	9.01%
F2C52H4	10.32%	9.03%
F2C52H5	10.35%	9.07%
F2C52H6	11.60%	10.21%

Note: For a list of the actual questions, refer to Appendix I.

IV. Data Collection

This chapter describes the data collection procedures for all components of the NELS:88 second follow-up: school administrator, student and dropout, parent, teacher, and academic transcript and course offerings. The design of the second follow-up closely resembled that of the first follow-up and was executed in three phases which spanned two years. Self-administration and telephone administration were the primary modes of data collection for the components of the second follow-up. Although data collection did not occur for the school administrator component until the third phase of the study in 1992, pre-data collection activities related to the school component were conducted in the first and second phases of the study in 1991. Phase three was conducted in 1992 and constituted the data collection effort. Figure 4-1 summarizes the activities conducted during the three phases of the second follow-up.

4.1 Second Follow-Up Pre-Data Collection Activities

Phase 1. Conducted from January through June 1991, phase 1 involved securing state, district, and school-level cooperation for the study as well as tracing sample members. State cooperation with NELS:88 was secured for all fifty states and the District of Columbia. District and school-level cooperation were secured for first follow-up schools with four or more sample members still in attendance in the spring of 1991.

Tracing sample members served two purposes: defining the schools to be included in the second follow-up sampling process and locating sample members for data collection. As in the first follow-up, the second follow-up study was designed such that only students attending a school included in the second follow-up school sample would receive the full complement of contextual data including school administrator and teacher reports. To maximize the number of students to receive the full complement of contextual data, interviewers attempted to trace all sample members to either their first follow-up school of attendance or to a new school. Once students were traced to a school, the second follow-up school sample was drawn such that the greatest number of students would be included in the school sample and receive the full complement of contextual data.

The second purpose of tracing related to data collection. Interviewers attempted to trace students to their first follow-up or new school of attendance, and prior to the beginning of phase 2 the sample of second follow-up schools was finalized. If an interviewer was unable to confirm school enrollment for a cohort member through the first follow-up school or a new school, the interviewer traced the sample member to a home address to confirm that the student was enrolled in a school or that the student had left school. Through tracing students to a first follow-up school, a new school, or a home address, and through the selection of the schools to be included in the second follow-up school sample, interviewers were able to forecast whether a student's data would be collected through a second follow-up school or if a sample member would need to be contacted separately during data collection. Confirmation of a sample member's enrollment status determined which type of questionnaire--student or dropout--the sample member would be administered during the data collection period.

Phase 2. From September to December 1991, phase 2 pre-data collection activities occurred for all components of the study, and some phase 1 activities continued. District and school-level cooperation was gained for any schools selected for the second follow-up sample for which cooperation was not gained in phase 1. Tracing continued for sample members who were not located during phase 1, and enrollment was verified again for students who were traced to a school which was selected for the second follow-up school sample. Students attending a school not included in the second follow-up school sample and sample members who had left school were also traced again to their school of attendance or to a

Figure 4-1: Second follow-up data collection phase diagram

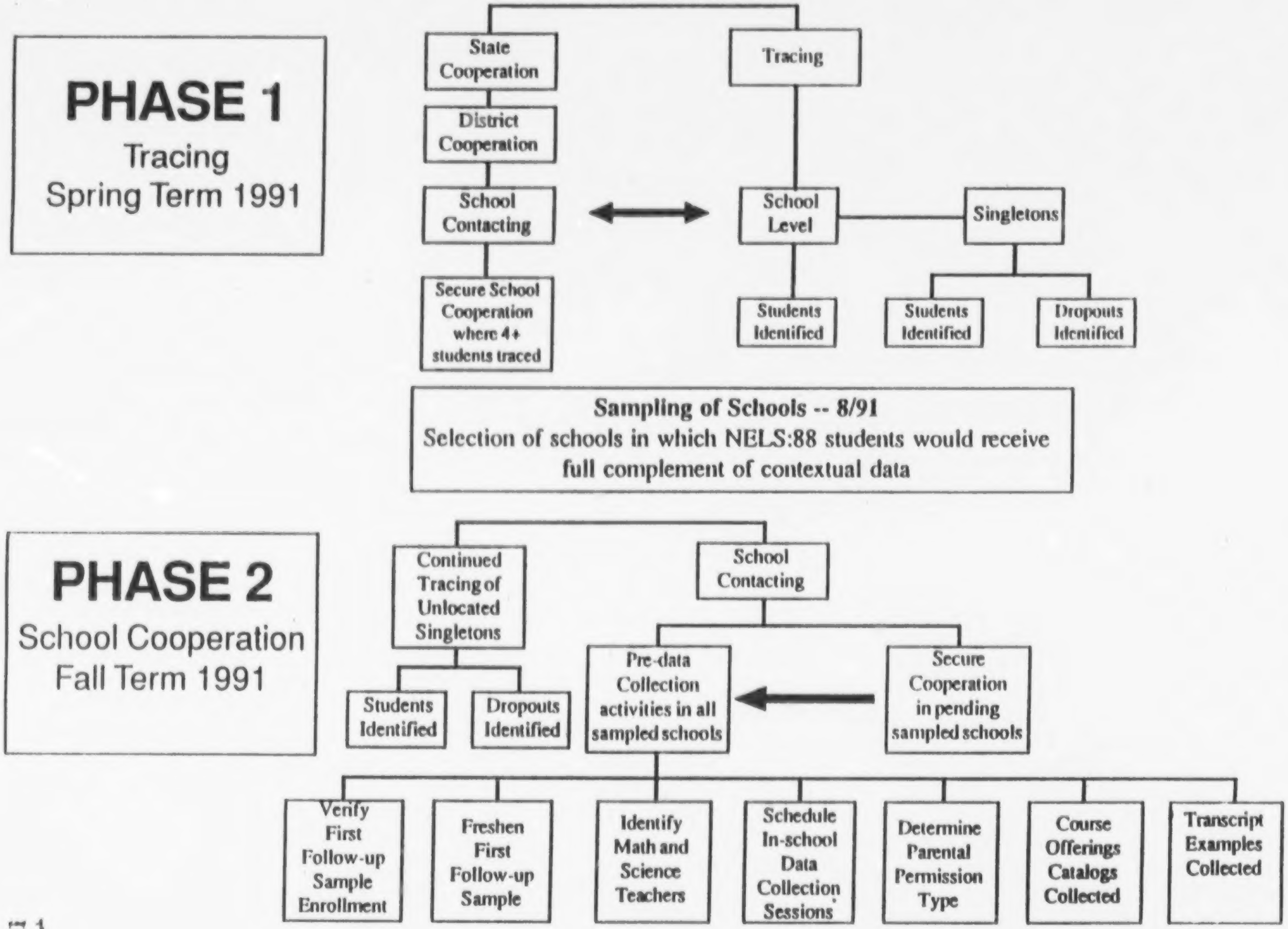
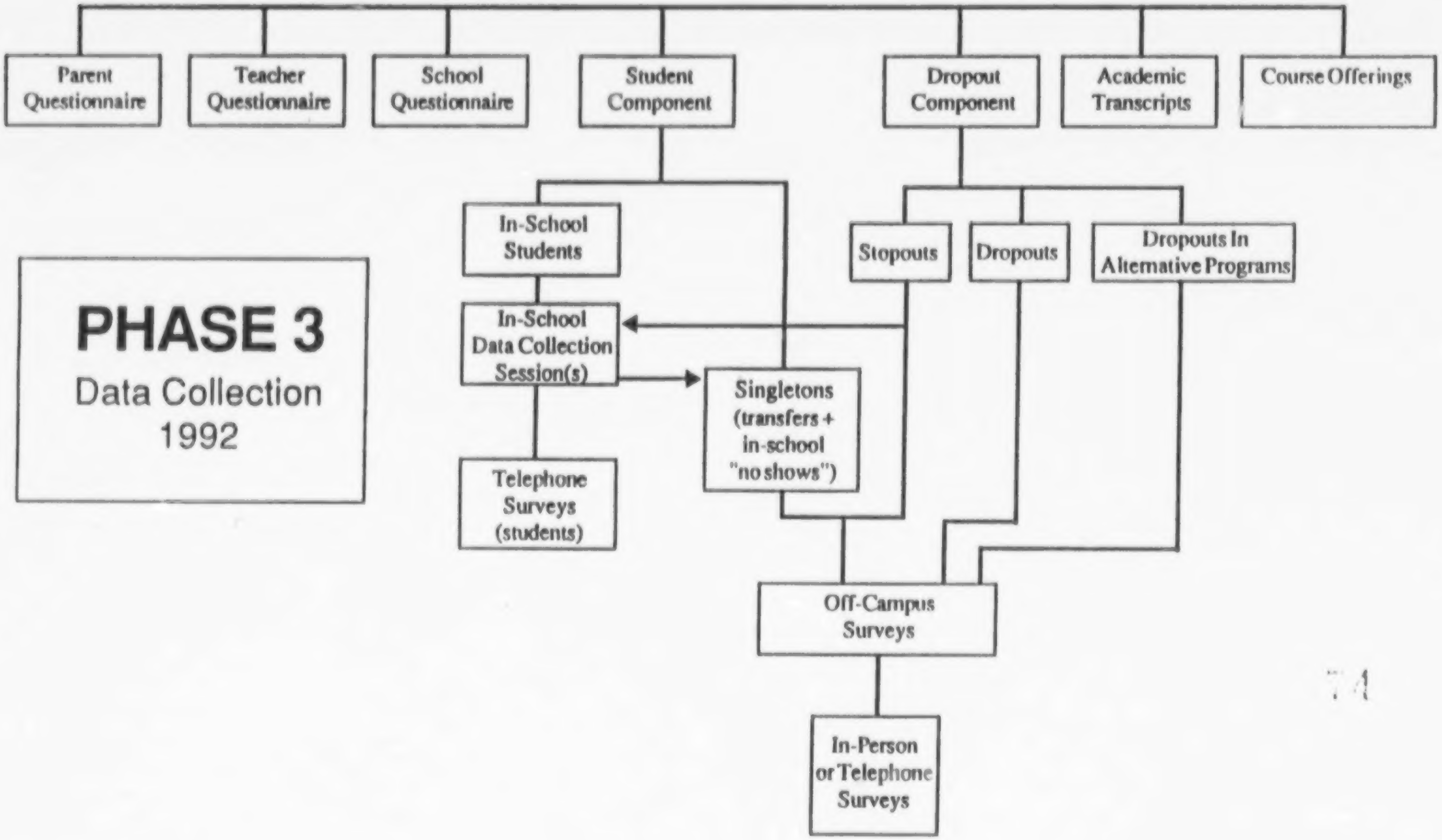

PHASE 1
Tracing
Spring Term 1991
State Cooperation
District Cooperation
School Contacting
Secure School Cooperation where 4+ students traced
Tracing
School Level
Singletons
Students Identified
Students Identified
Dropouts Identified
Sampling of Schools -- 8/91
Selection of schools in which NELS:88 students would receive full complement of contextual data
PHASE 2
School Cooperation
Fall Term 1991
Continued Tracing of Unlocated Singletons
Students Identified
Dropouts Identified
School Contacting
Pre-data Collection activities in all sampled schools
Secure Cooperation in pending sampled schools
Verify First Follow-up Sample Enrollment
Freshen First Follow-up Sample
Identify Math and Science Teachers
Schedule In-school Data Collection Sessions
Determine Parental Permission Type
Course Offerings Catalogs Collected
Transcript Examples Collected

Figure 4-1 (cont.): Second follow-up data collection phase diagram


Parent Questionnaire
Teacher Questionnaire
School Questionnaire
Student Component
Dropout Component
Academic Transcripts
Course Offerings
PHASE 3
Data Collection 1992
In-School Students
In-School Data Collection Session(s)
Telephone Surveys (students)
Singletons (transfers + in-school "no shows")
Stopouts
Dropouts
Dropouts In Alternative Programs
Off-Campus Surveys
In-Person or Telephone Surveys

home address. Table 4.1-1 summarizes the results of district and school contacting and student tracing in phases 1 and 2.

Interviewers visited each of the second follow-up schools to conduct activities in preparation for data collection for all components of the study. For student data collection, they scheduled in-school data collection sessions and worked with school personnel to identify how parental permission for surveying students would be gained for an individual school. Using school rosters, interviewers freshened the student sample to allow a random sample of twelfth graders who were previously excluded from the study because, for example, they were not in the U.S. or in the eighth grade in 1988, and did not have a chance to be selected for the base year. Refer to Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for a complete discussion of freshening the student sample.

Table 4.1-1
Summary of NELS:88 second follow-up district/diocese and school contacting

	Eligible Sample[a]	**Agreed to Participate**	**Cooperation Rate**
District/Diocese Contacting:			
Public	862	853	99.0%
Catholic/ Other Private	52	52	100.0%
Total	914	905	99.0%
School Contacting:			
Public	1155	1145	99.1%
Catholic/ Other Private	232	228	98.3%
Total	1387	1373	99.0%

[a] This column represents the portion of the phase 1 sampled schools (*N*=1,500) that had at least one core sample member still enrolled at the end of the school contacting phase (phase 2) of the study. These numbers reflect the schools at which cooperation with the study was gained rather than the final subset of NELS:88 schools whose students were included in the contextual sample.

Data were collected for the contextual components (the school administrator, parent, teacher, academic transcript, and course offerings components). Interviewers alerted school administrators to the questionnaire that they would receive during data collection. Interviewers collected parent address and telephone information for the parent survey. To identify the sample for the teacher survey, interviewers compiled the names of mathematics and science teachers of the student sample members. Course catalogs were collected, and interviewers collected samples of student transcripts to inform data collection and data preparation for the high school transcript component.

Final Tracing Results. After the tracing of sample members was completed, 97.3 percent (N=20,623) of the 21,188 second follow-up sample members had been located. Figure 4-2 illustrates the results of the second follow-up locating efforts. Of the 21,188 sample members, 83.3 percent were enrolled in high school, 8.2 percent were verified dropouts, 0.5 percent were identified by school officials as dropouts but were not confirmed as such, 4.1 percent were sample members who had already completed an alternative program, 1.3 percent were deemed ineligible to participate in the second follow-up study (e.g., deceased or moved out of the country), and 2.7 percent could not be located. (Due to rounding, the above percentages sum to 100.1 percent).

4.2 Second Follow-Up Data Collection Activities

Phase 3. Data collection for the second follow-up was conducted from January through December 1992. Although the data collection periods of the individual components of the study were staggered, there was a high degree of overlap between the data collection periods of the individual components, and most data were collected from January through June 1992, the spring term of the 1991-1992 academic year. Figure 4-3 shows the field periods of each component of the study.

Most of the components of the survey utilized more than one mode of data collection, usually self-administration and telephone administration of the survey instruments. In some cases abbreviated versions of the instruments were implemented as discussed in Chapter II of this manual.

4.3 School Administrator Survey

In February 1992, school administrator questionnaires were mailed to the principal or headmaster of selected NELS:88 schools with second follow-up sample members still in attendance. Completed self-administered questionnaires and telephone interviews were collected from February through June 1992. For any interviews conducted after the end of the 1991-1992 academic year, school principals were asked to refer to the previous academic year.

As in the first follow-up the school principal or headmaster could delegate all but one of the sections to another knowledgeable school official. The school principal was specifically required to complete the fifth section of the questionnaire on school governance and school climate.

Two weeks after the school administrator questionnaire was mailed to principals and headmasters, a postcard was mailed to all principals asking them to return the questionnaire if they had not already completed and returned it. Two weeks after the postcard reminder was mailed, interviewers began prompting nonresponding principals over the telephone for the return of the questionnaire. About three weeks after each principal was prompted for the return of the questionnaire over the telephone, interviewers began calling nonresponding school administrators to attempt to collect the questionnaire over the telephone. As discussed in Chapter II an abbreviated version of the school administrator questionnaire was administered to nonresponding principals near the end of the data collection period. Figure 4-4 shows the number and percentage of the 1,366 school principals who completed a self-administered questionnaire, a telephone-administered questionnaire, and a telephone-administered abbreviated questionnaire for the 15,695 student contextual sample members for whom student data are also available. Figure 4-5 illustrates the mode of completion of the school administrator instrument for the 15,695 students on the school component public use file for whom student data are also available. While use of an abbreviated questionnaire minimized overall unit nonresponse, the fewer number of questions in this instrument resulted in higher item nonresponse for the school administrators who

Figure 4-2: Second follow-up tracing results (*N*=21,188)

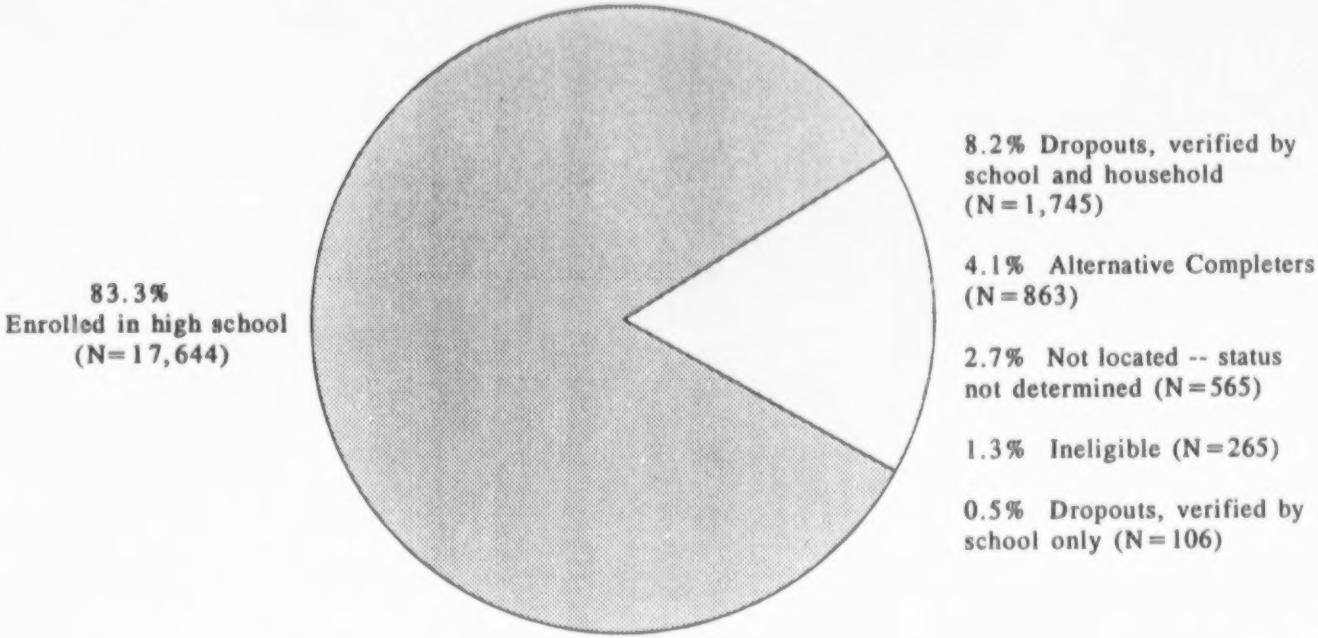
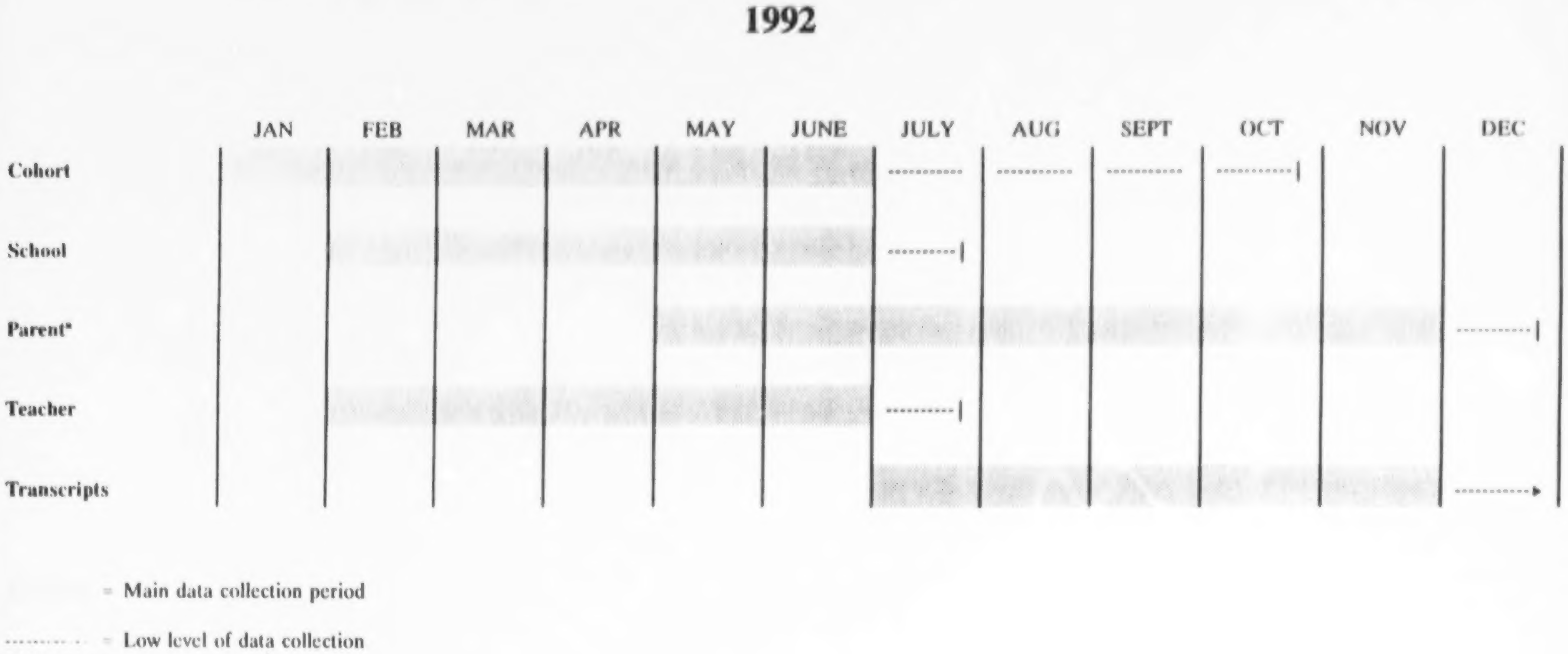


Figure 4-3 NELS:88 second follow-up data collection field periods by component



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* The NELS:88 second follow-up parent questionnaire included questions about postsecondary educational costs and financial aid decisions. Because this information is not available to many parents until the end of their teenager's senior year, parent data collection began in May 1992, to ensure that parents could answer these questions fully.

Figure 4-4
NELS:88 second follow-up school administrator questionnaires completed by mode of administration for schools with at least one student participant (*N*=1,366)

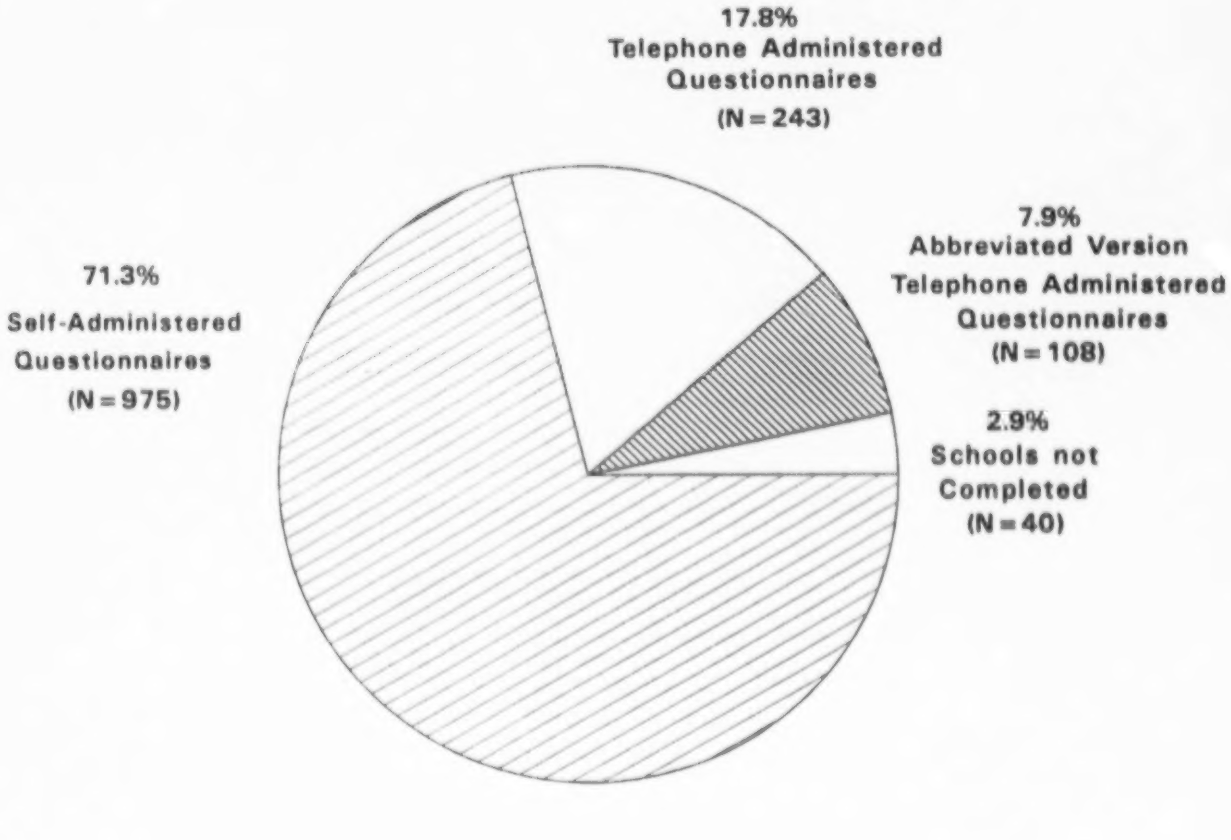
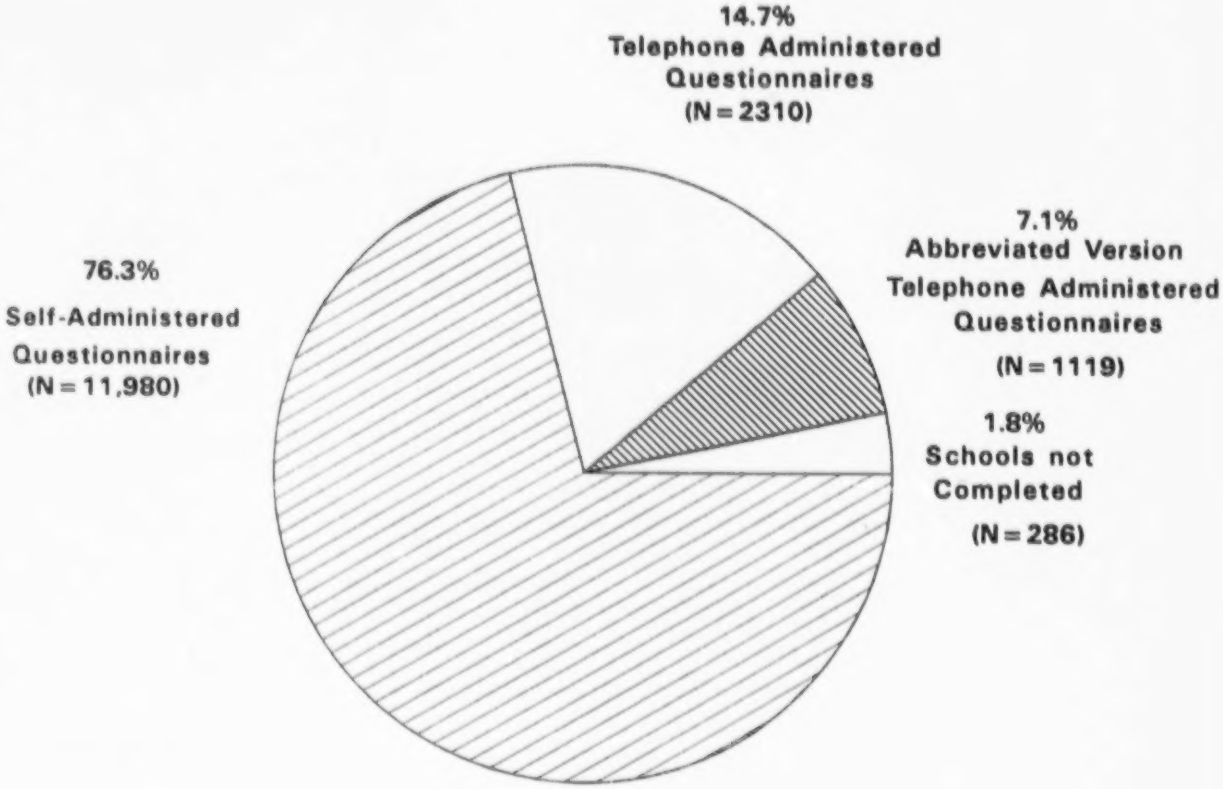


Figure 4-5
NELS:88 second follow-up mode of completion of school administrator data for student participants included on school public use data file ($N=15,695$)



returned abbreviated questionnaires. Chapter III discusses the impact of the abbreviated questionnaire on item nonresponse.

Because questionnaires from school principals were completed in two different modes of data collection, by self-administration and telephone administration, a number of steps were taken to minimize any mode effects. Telephone interviewers were trained to adapt the questions in a way which made sense when asked over the telephone. If a school administrator had a copy of the questionnaire, he or she was encouraged to read along in the questionnaire as the interviewer asked the questions over the telephone.

4.4 Second Follow-Up Student Survey and Cognitive Tests

In-school Survey Sessions. From January to June 1992, in-school survey sessions were held in all cooperating NELS:88 schools still enrolling second follow-up sample members. Second follow-up data collection procedures were very similar to those used in the first follow-up. Student questionnaires and cognitive tests in math, science, reading, and social studies were administered at in-school, group data collection sessions of approximately nine students.

Survey administration was usually conducted in a school classroom or library and consisted of several steps. Students first completed the student questionnaire, and, if applicable, the new student supplement or the early graduate supplement. Students who had transferred into or out of a school within the two weeks prior to the survey session were asked to report on their previous school of attendance. Transfer students who had been at the surveyed school for two weeks or longer were asked to report on their current school. After the students completed the student questionnaires, an 85 minute battery of cognitive tests was administered. The tests consisted of four timed sections devoted to mathematics, reading, science, and social studies (history/citizenship/geography). Once the test battery was completed, an attempt was made to retrieve missing (or inappropriately marked) questionnaire items before the student left the classroom. Interviewers reviewed the questionnaires to ensure that all critical items were completed. An oval indicating "no retrieval" was marked whenever the missing data could not be retrieved due to respondent refusal or inability to clarify a vague response.

At the end of the survey session, arrangements were made to conduct make-up sessions for students who were scheduled but unable to attend the initial survey session or whose schedules required that they leave before completing both instruments. If fewer than five students were scheduled for a make-up session, school staff were asked to handle the arrangements and oversee its administration; however, to ensure respondent confidentiality, school staff were prohibited from reviewing the student questionnaire for completeness. When five or more students were scheduled for a make-up session or when school staff were unavailable to conduct a make-up session, interviewers arranged a return visit to the school.

The second follow-up study attempted to collect a complete questionnaire and cognitive test from students and dropouts; however, for some student sample members only an abbreviated version of the student or dropout questionnaire was collected, or the cognitive test was not collected at all.

Off-campus Survey Sessions. Off-campus survey sessions, typically attended by one to three students, were conducted primarily from March to July 1992. Students who were not enrolled in sampled schools, who had missed in-school data collection sessions, or who were enrolled in schools that had refused to participate in the study were invited to off-campus sessions and administered the student questionnaire and cognitive tests. Dropouts were also asked to attend these sessions and were surveyed alongside sample members who were currently enrolled in school. As with in-school survey sessions, off-campus survey sessions in the second follow-up were nearly identical to those in the first follow-up. If a sample member was unable to attend an off-campus group survey session, he or she was surveyed either over the telephone or in-person. When the student questionnaire was administered over the telephone, cognitive test data were not collected.

4.5 Dropout Survey

The NELS:88 second follow-up dropout survey sought to interview all sample members who had left school prior to graduation, including both first follow-up dropouts who had not returned to school and sample members who dropped out after the first follow-up. All sample members appear on the student data file regardless of their spring 1992 enrollment status. Basic classification variables and test data appear for both students and dropouts, though dropout questionnaire data appear separately on the dropout component data file.

School Enrollment Classification and Data Collection. In order to determine which sample members should complete a dropout questionnaire, school enrollment status was classified for all sample members during the spring of 1992.

Four types of enrollment classifications were identified as illustrated by Figure 4-6. The first were high school students who were enrolled in a school which offered programs ending in the granting of a diploma. These students were administered the student questionnaire and the cognitive test battery. Early graduates were included in this classification, and were asked to report retrospectively on the school from which they graduated and to complete supplemental questions about their reasons for graduating early.

The second type were sample members who dropped out of high school but later returned to a high school program to obtain a high school diploma. These sample members were administered the student questionnaire and, when possible, the cognitive test battery.

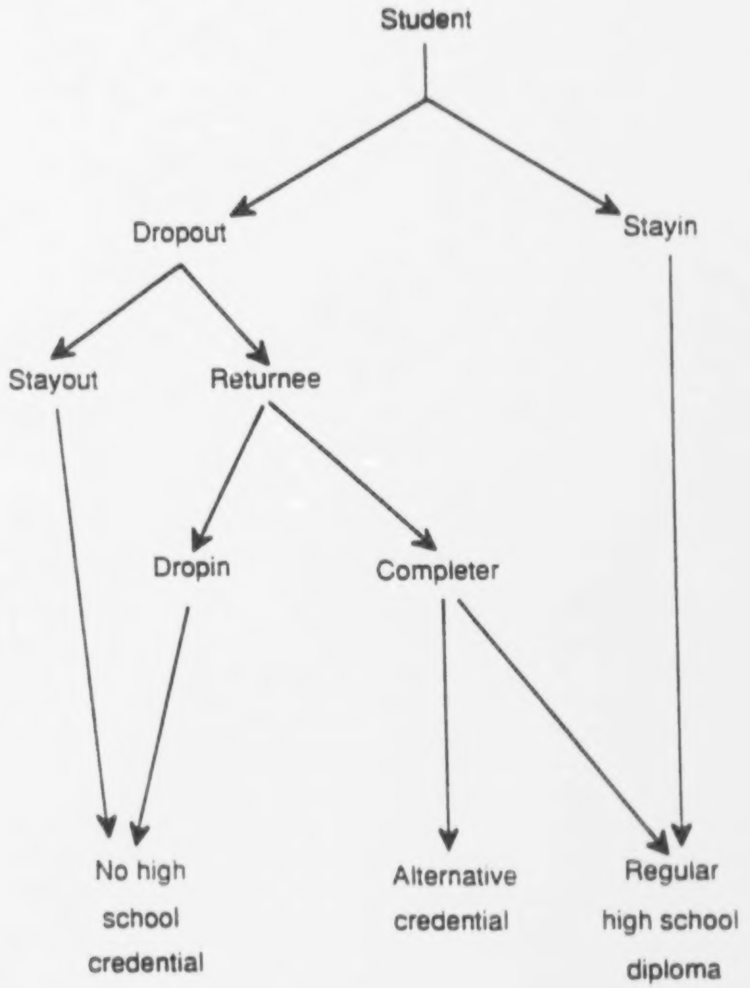
The third type were sample members who dropped out of high school but went on to seek an equivalent to a high school diploma such as the General Educational Development test (GED). If an alternative completer had finished the requirements of his or her alternative program, a student questionnaire was collected from the student. If the alternative completer had not yet fulfilled the requirements for certification, the sample member was administered a dropout questionnaire. In both cases, the cognitive test battery was also administered when possible.

The fourth type were dropouts. These sample members had left their high school by the spring of 1992 and were not working toward an alternative certification. Dropouts were administered a dropout questionnaire and, when possible, the cognitive test battery.

Regardless of whether a dropout completed a student or dropout questionnaire, data collection efforts for the dropout component of the second follow-up were similar to those in the first follow-up survey. Interviewers attempted to survey most dropouts in off-campus survey sessions with testing conditions similar to in-school sessions.

For analytical purposes, sample members classified as alternative completers can be included or compared with either high school completers or dropouts. Additionally, alternative completers can be examined separately, depending on the needs of the analyst. For a complete description of the dropout component, see the *NELS:88 Second Follow-Up: Dropout Component Data File User's Manual*.

Figure 4-6: Alternative educational paths through high school


Student
Dropout
Stayin
Stayout
Returnee
Dropin
Completer
No high school credential
Alternative credential
Regular high school diploma

Note: A within-round dropout-returnee is, in NELS:88 parlance, a "stopout." During the second follow-up, a stopout was defined as a sample member who had dropped out of school at some point in the 1990-1991 or 1991-1992 school years, but had returned to school by the spring of 1992. A similar definition was employed in the NELS:88 first follow-up. In the above diagram the term "dropin" refers to a sample member who dropped out of high school, then returned to high school (making the sample member a stopout as described above), and then dropped out of high school again for a final time.

Source: The Condition of Education, NCES, 1986

4.6 School Effectiveness Study

Because the NELS:88 second follow-up core study was conducted at 97.8 percent of the schools at which the school effectiveness study was conducted, data were collected for students in these schools using the same data collection procedures as second follow-up cohort students.

Self-administered student questionnaires and cognitive tests were administered to SES students through both in-school and off-campus survey sessions. Unlike student cohort sample members, most SES students received an additional forty minute free-response cognitive test after they completed the eighty-five minute test battery. The subject area of the free-response test was randomly selected for each school in either mathematics or science.

In the 247 participating SES schools, SES sample members were administered the student questionnaire and cognitive tests. If SES students missed in-school data collection sessions, they were surveyed at off-campus survey sessions. Unlike the data collection procedures for the student cohort sample members, SES students who were no longer attending the school with which they were associated were not pursued or surveyed; however, enrollment status was gathered for these students from the SES schools. The parent, transcript, and course offerings components were also conducted for the SES sample members. A more detailed discussion of the school effectiveness study will be presented in forthcoming documentation, which will accompany the release of those data.

4.7 Followback Study of Excluded Students

In the first follow-up study, most classification changes were made for a sample of students who had been excluded from the base year study. Of the 618 base year ineligible sample members (BYIs), 580 were located and 312 were reclassified as eligible during the first follow-up. (Table 4.2.4-1 in the *NELS:88 Second Follow-Up Student Component Data File User's Manual* contains additional completion rate data for the BYI study.) In the second follow-up, the remaining ineligible students--BYIs who were ineligible in the first follow-up or more rarely, students who were eligible in the base year but who became ineligible in the first follow-up through the occurrence of some sort of incapacitation--were pursued as a part of the Followback Study of Excluded Students.

The Followback Study of Excluded Students (FSES) of the NELS:88 second follow-up attempted to reassess the eligibility status and ascertain the enrollment status of students who: 1) had been excluded because of linguistic, mental, or physical obstacles to participation when the baseline sample of eighth graders was drawn in the 1987-88 school year, and were subsampled into the Base Year Ineligible Study in the first follow-up; 2) were eligible in the base year but became ineligible in the first follow-up; or, 3) were identified as ineligible when selected through the freshening process in the first follow-up. If the students had since become eligible for NELS:88, the followback study attempted to survey them.

The followback study continued the first follow-up base year ineligible study for several purposes. First, if the 5.3 percent of the potential base year sample declared ineligible differed in key characteristics or outcomes from the sample of students included in NELS:88, this difference could bias baseline results and subsequent longitudinal measurements. By learning more about these excluded students and their current school enrollment status, one might correct for potential undercoverage bias that could affect key national estimates, such as dropping out between eighth and twelfth grade.

Second, an individual's eligibility status could potentially change. A student excluded on language grounds in 1988 or 1990 could have gained sufficient proficiency in English by 1992 to complete the student questionnaire. Like the complementary activity of sample freshening, the followback study of excluded students helped to generate a nationally representative sample of twelfth-grade students.

Third, eligibility rules were modified in the first follow-up and retained in the second follow-up to allow for completion of the student questionnaire in Spanish in addition to English. By giving 1988 and/or 1990 excluded students who could complete a questionnaire only in Spanish the opportunity to do so in 1992, the revised eligibility rules of the first follow-up were successfully carried back to the base year cohort.

Data Collection Procedures. Data collection for the followback study of base year excluded students took place during the main study data collection effort between April and October 1992. Interviewers attempted to identify excluded students who were eligible to be added to the longitudinal sample in the second follow-up. They obtained the following information about the excluded student from the student's current school, school last attended, or the student's home:

- **Sex (if unknown):** male or female;
- **Race/ethnicity (if unknown):** white, black, Hispanic, Asian/PI, American Indian, other;
- **School enrollment status:** student, dropout, or dropout in alternative program; and,
- **Eligibility:** English/Spanish language proficiency, lack of mental or physical disability (i.e., ability to complete a questionnaire), reading ability level of at least eighth grade.

After collecting the above information about the students, interviewers attempted to identify whether or not the student was capable of meaningful participation in the survey under normal conditions. To make this assessment, interviewers were instructed to obtain reports from persons with first-hand knowledge of the students, such as a special education teacher, a bilingual teacher, a language arts teacher, or a guidance counselor. Interviewers often spoke with several staff members to identify the staff member who was most qualified to assess whether or not the student could participate. Unless there were severe mental or physical disabilities or lack of facility with written English or Spanish and the member was unable to complete the survey instruments under normal circumstances, the student was considered eligible to participate in the study.

Eligibility information was gathered for 94.7 percent of the excluded sample members. For excluded students who were identified as eligible, student or dropout questionnaires were administered either in-person or over the telephone. Cognitive tests were administered to a small percentage of these students. For students who remained ineligible, school enrollment status and other key characteristics were obtained.

4.8 Parent Survey

In May 1992, parent questionnaires were mailed to all parents and guardians of students and dropouts who had completed a student or dropout questionnaire. The self-administered questionnaires instructed the parent or guardian who was most knowledgeable about the teenager's current living situation and educational plans to complete the questionnaire. Accordingly, the parent sample was self-selected.

The timing of the second follow-up parent survey was different from the timing of the base year parent survey due to differences in the content of the questionnaires. Because the second follow-up parent questionnaire included questions on financial aid for postsecondary education and this information is not available to most families until late in the spring of teenagers' twelfth grade, the parent survey was not conducted at the same time as the student and dropout surveys. However, parent respondents were asked to refer to the spring of 1992 when completing the questionnaire. The base year parent survey was conducted concurrently with the student data collection.

Two weeks after the questionnaires were mailed, a postcard reminder was mailed to all parents. For parents who had already completed the questionnaire, the postcard thanked them for their participation. For parents who had not yet returned their questionnaire, the postcard asked them to complete and mail the questionnaire to NORC at their earliest convenience. Starting two weeks after the postcard reminder was mailed to parents, telephone interviewers began prompting nonresponding parents over the telephone for their completed questionnaire. Telephone interviews were attempted with a subsample of parents who did not respond to the postcard and telephone prompts.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, parents were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

Special steps were taken to ensure comparable completion rates for the parents of OBEMLA (Hispanic and Asian/Pacific Islander) oversampled students and dropouts. In the initial mailing of questionnaires to parents, both English and Spanish questionnaires were mailed to parents of Hispanic students and dropouts so that an Hispanic parent could complete the questionnaire in the language with which the parent was more comfortable. Spanish-speaking interviewers were trained to administer the questionnaire over the telephone in Spanish when necessary. Similar to the base year parent survey when 575 Spanish-language questionnaires (2.5% of all parents and 23.0% of Hispanic parents) were completed, 373 Spanish-language parent questionnaires (2.1% of all parents and 21.6% of Hispanic parents) were completed during the second follow-up.

While a native language questionnaire was not available to Asian and Pacific Islander parents, parents who spoke the most common Asian languages were prompted over the telephone for the return of the questionnaire by a native speaker. The languages in which these parents were prompted included Chinese, Japanese, Tagalog, Korean, and Vietnamese. In the respondent's native language, Asian telephone interviewers explained why the parent's participation in the study was important and encouraged them to seek the assistance of another adult for completing the English version of the questionnaire; however, no translation of the questionnaire into these languages was conducted over the telephone.

4.9 Teacher Survey

In the second follow-up teacher survey, one teacher report was collected for each student attending a NELS:88 school if the student was enrolled in a mathematics or science class. For students enrolled in both a mathematics and a science class, only one teacher report was collected. The subject area of the teacher report collected for students enrolled in both a mathematics and science class was the same subject area of the teacher surveyed for the student in the base year teacher survey. Some students who were enrolled in both a mathematics and a science class were added to the first follow-up or second follow-up through freshening. For these freshened students, the subject area of the teacher surveyed was the base year selected subject of the student's linked partner in the freshening procedure.

The teacher survey was designed to articulate with the student cognitive tests and to minimize the amount of time between the collection of the student and teacher reports. Because students were surveyed at NELS:88 schools from January 1992, through the end of the 1991-1992 academic year, self-administered questionnaires were mailed to teachers in two mailings depending on when the students at the school were surveyed. Teachers at schools at which the students were surveyed before April 1, 1992, were mailed a questionnaire in early February 1992. Teachers at schools at which the students were surveyed on or after April 1, 1992, were mailed a questionnaire in early March 1992.

For most students a teacher report was collected from the fall term teacher in the selected subject. However, if the students at a school were surveyed on or after April 1, 1992, then the teacher questionnaire was mailed to the spring term teacher of the selected subject for the student. This design was based on the assumption that early in the spring term, the fall term teacher was the most familiar and could most fully assess the student. After April 1, a teacher report was collected from the spring term teacher because at that time the spring term teacher was more likely to have had sufficient interaction with the student to make a complete assessment of the student in the teacher questionnaire, and the fall term teacher might have difficulty recalling a student he or she had not instructed in several months. Interviewing the spring term teacher for students who attended schools with in-school data collection sessions after April 1 also provided better articulation with the student cognitive tests than interviewing the fall term teacher in late spring.

Two weeks after the teacher questionnaires were mailed, nonresponding teachers were prompted for the return of the questionnaire with a postcard reminder. Two weeks after the postcard reminder was mailed to teachers, nonresponding teachers were prompted for the return of the questionnaire over the telephone. Interviewers attempted to interview over the telephone any teachers who did not respond within two weeks after the postcard and telephone prompts.

To minimize mode effects between self-administration and telephone administration of the instrument, interviewers were trained to adapt the questions to make sense when read over the telephone. Additionally, teachers were asked to read along in the questionnaire during the telephone interview if they had the copy of the questionnaire mailed to them.

4.10 Academic Transcripts

In August 1992, transcript survey materials were mailed to the principals of the NELS:88 and non-NELS:88 schools attended or most recently attended by sample members of the student cohort. Because of the variability in transcript format across schools, explicit instructions for transcript preparation were provided. School staff were asked to retrieve from alternate sources any data elements that were not included on the school's transcripts. Transcript preparers were also asked to note any transfers of students to new schools after data collection, to facilitate the pursuit of additional records from transfer schools.

Two weeks after survey materials were mailed, nonresponding principals were prompted for the return of transcripts with a postcard reminder. Principals who did not return transcripts within three weeks of the postcard prompt were prompted over the telephone. Telephone prompting of nonresponding principals continued from October 1992, to February 1993. Field visits to schools requesting assistance in the preparation of transcripts were conducted in February and March, 1993.

4.11 Second Follow-Up Data Collection Results

Tables 4.11-1 and 4.11-2 summarize the data collection results for the NELS:88 second follow-up study.

Table 4.11-1 NELS:88 second follow-up component survey completion rates by selected characteristics

	Student sample Completion rates		Student 12th grade test[a] Completion rates		Dropout/Alternative[b] sample Completion rates		Dropout/Alternative 12th grade test[c] Completion rates		School questionnaire[d] Completion rates		School questionnaire[e] Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	91.0	92.5	76.6	78.8	88.0	87.6	41.7	40.3	NA	97.1	98.3	98.2
Participated	16,842		13,267		2,378		959		1,326		15,409	
Selected	18,209[f]		16,842		2,714		2,378		1,366		15,695	
School type[g]												
Public	94.7	95.3	76.8	78.9	NA	NA[h]	NA	NA[h]	NA	97.2	98.4	98.4
Catholic	98.4	98.0	79.7	84.5	NA	NA	NA	NA	NA	97.1	96.6	96.7
Other private	94.8	95.5	73.1	75.6	NA	NA	NA	NA	NA	96.0	98.5	97.2
Urbanicity[g]												
Urban	95.0	95.8	73.6	76.7	NA	NA[h]	NA	NA[h]	NA	97.0	98.2	98.3
Suburban	94.4	95.2	74.9	75.7	NA	NA	NA	NA	NA	97.4	98.5	98.2
Rural	95.5	95.5	82.4	85.3	NA	NA	NA	NA	NA	96.6	99.8	98.0
Region[g]												
Northeast	94.3	94.7	77.6	76.7	NA	NA[h]	NA	NA[h]	NA	94.7	97.9	96.8
South	95.4	95.8	77.7	81.7	NA	NA	NA	NA	NA	97.3	98.2	98.4
Midwest	96.1	95.8	78.6	80.7	NA	NA	NA	NA	NA	97.8	98.5	98.7
West	92.9	95.4	72.2	74.2	NA	NA	NA	NA	NA	98.3	98.7	98.6
Ethnicity												
Asian/PI	91.7	92.7	75.2	75.5	74.7	82.4	47.6	35.7	NA	NA	98.2	98.9
Hispanic	86.6	89.8	73.9	76.6	88.3	87.5	35.6	36.1	NA	NA	98.8	98.9
Black	88.1	90.5	74.6	77.1	84.8	83.6	37.2	38.7	NA	NA	98.3	98.0
White	93.5	94.2	77.8	80.1	89.7	89.5	44.2	42.4	NA	NA	98.3	98.0
Am. Indian	90.3	86.5	74.0	74.3	97.6	95.8	51.5	49.3	NA	NA	98.7	98.7
Refused/Missing[i]	28.5	33.2	22.2	31.1	55.9	61.5	23.5	25.0	NA	NA	97.9	97.8

[a] 12th-grade cognitive test coverage rate for each student who completed a questionnaire.

[b] Alternative completers could have completed either a student or dropout questionnaire, depending on status during data collection. 350 alternative sample members completed a student questionnaire, and 457 completed a dropout questionnaire.

[c] 12th-grade cognitive test coverage rate for each dropout/alternative completer who completed a questionnaire.

[d] Second follow-up school completion rate (for school questionnaire) of eligible contextual schools, where at least one student has completed a questionnaire.

[e] Second follow-up school questionnaire coverage rate for each student who completed a questionnaire and was enrolled in an eligible contextual school.

[f] 565 unlocatable cases were assumed to be eligible students for the purposes of calculating student completion rate, and are included in the total of 18,209.

[g] Refers to second follow-up school.

[h] Not Applicable--Completion rates by school type, urbanicity, and region are calculated based on the school a student attended in the second follow-up. Because dropouts are not linked to schools on the public use files, it is not possible to calculate dropout completion rates for these subgroups.

[i] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to sample members who did not participate in the second follow-up.

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Table 4.11-2
NELS:88 second follow-up completion rates for base year-first follow-up panel participants by selected characteristics[a]

	Student questionnaire (BY, F1 and F2) Completion rates		School questionnaire[b] (BY, F1 and F2) Completion rates		School questionnaire[c] (BY and/or F2) Completion rates	
	Weighted	Unweighted	Weighted	Unweighted	Weighted	Unweighted
Total	95.7	96.1	95.5	95.6	99.9	99.8
Participated	14,674[d]		13,182		13,762	
Selected	15,269		13,783		13,783	
School type[e]						
Public	95.4	95.8	95.8	95.7	99.9	99.8
Catholic	98.2	97.3	94.3	94.8	100.0	100.0
Other private	97.5	97.1	93.5	95.8	100.0	100.0
Urbanicity[e]						
Urban	94.4	96.4	93.7	94.7	100.0	100.0
Suburban	96.2	96.1	94.4	94.3	100.0	100.0
Rural	95.8	95.9	98.4	98.2	99.7	99.5
Region[e]						
Northeast	95.2	95.5	94.9	94.6	100.0	100.0
South	95.8	96.2	95.6	95.9	100.0	100.0
Midwest	96.2	96.5	97.5	97.8	100.0	100.0
West	95.5	96.0	93.1	93.2	99.4	99.2
Ethnicity						
Asian/PI	94.9	95.8	90.2	93.9	99.9	99.9
Hispanic	94.2	95.8	89.8	91.3	100.0	99.9
Black	94.3	95.0	95.1	95.3	100.0	100.0
White	96.2	96.4	96.5	96.5	99.9	99.8
Am. Indian	93.8	90.9	97.6	97.3	100.0	100.0
Refused/Missing[f]	74.2	72.7	100.0	100.0	100.0	100.0
Minority schools[e]						
Schools with more than 19% minority students	92.5	96.3	90.7	90.0	100.0	100.0
Schools with less than or equal to 19% minority students	96.0	94.4	96.0	96.2	99.9	99.8

[a] These panel completion rates are the proportion of base year-first follow-up completers for whom a second follow-up questionnaire was completed but excludes base year nonparticipants. Refer to section 4.3.7 of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual* for information on alternative approaches to calculating panel completion rates.

[b] School questionnaire coverage rate for each student who has completed a BY, F1, and F2 student questionnaire.

[c] School questionnaire coverage rate for each student who has completed a BY and/or F2 student questionnaire.

[d] PANEL *students* only.

[e] Refers to 8th-grade schools.

[f] Refused/Missing refers only to the status of a sample member's ethnicity. It does not refer to student nonparticipants.

V. Data Control and Preparation

This chapter describes the procedures used to control school data before transforming responses from second follow-up questionnaires into a data file. Several procedures were implemented to prepare these documents for data entry, including monitoring the receipt of completed questionnaires, editing completed questionnaires, retrieving missing data, and preparing the documents for archival storage. Data preparation activities spanned the entire length of the NELS:88 second follow-up school survey, beginning with tracing and securing school cooperation, through monitoring and machine editing, and ending with the preparation of public use data files.

5.1 Monitoring and Receipt Control Procedures

Questionnaire data were tracked and receipted for all respondent populations. Once a school questionnaire was returned by a respondent, the completion status of the questionnaire for that respondent was entered into the microcomputer-based Survey Management System (SMS). The database identified the status of each school questionnaire in the sample and stored the date that data for each respondent was received.

5.2 In-House Editing and Data Retrieval

Editing was conducted to review completed questionnaires, to identify problems requiring policy decisions, and to prepare the questionnaires for data entry. After each questionnaire was logged into the SMS, it was edited for missing critical items. Critical items were questions judged as having important policy relevance. A complete listing of critical items appears in Appendix I.

Critical items were retrieved for questionnaires in which responses to one or more of the critical items were missing, illegible, or contained multiple codes when only one was required. Interviewers called respondents and attempted to elicit a response to the missing critical item(s). If an error could not be resolved in this way, then the appropriate code was assigned to the question to indicate missing, multiple, or refused responses.

5.3 Data Entry and Archival Storage

Questionnaires were data entered following specifications programmed for the second follow-up school questionnaire, including all skip patterns and zero-filling of numeric fields. Ten percent of all questionnaires were verified for accuracy. After data entry and verification were complete, the questionnaires were stored in a locked and secured room.

VI. Data Processing

Data processing activities spanned the entire length of the NELS:88 second follow-up school component, beginning with tracing and securing school cooperation, through receipt control and machine editing, and ending with the preparation of public and restricted use data files and user's documentation. This chapter describes the post-conversion steps taken to ensure that coded responses to the second follow-up school administrator questionnaire are valid and consistent.

6.1 Machine Edit

Conventions for editing, coding, error resolution, and documentation adhered as closely as possible to the procedures and standards previously established for HS&B and NLS-72.

A computer-assisted data entry (CADE) system was used for data capture in the school administrator, dropout, and transcript components of the second follow-up survey. The CADE system performed complete checking of all entries so that each conformed to valid ranges or codes defined for the particular data item, including legitimate missing codes. Only those items in which open-ended responses were collected were not subjected to these constraints. Additionally, CADE was programmed to provide automatic paths through the survey instrument to enforce skip patterns and impose those inter-item consistency checks that were appropriate for the data conversion phase of the study. CADE was also linked to a keystroke verification program that provided statistical quality control.

The CADE system, once specified for the school administrator questionnaire, stored all information about the questionnaire in a database that was used to generate control statements for both SAS and SPSS. This same information, when combined with the actual response data collected during data capture, was used to produce documentation for the final data files described in detail in Chapter VII.

After the school data were converted to machine-readable form, sequences of logical machine edits and visual inspection of the output began. The tasks performed included: resolving any inconsistencies between filter and dependent questions, supplying the appropriate missing data codes for questions left blank, detecting illegal codes and converting them to missing data codes and investigating inconsistencies or contradictions in the data. Variable frequencies and crosstabulations were inspected before and after these steps to verify the correctness and appropriateness of the automated machine editing processes.

Inconsistencies between filter and dependent questions were resolved in the machine editing process. In most instances, dependent questions that conflicted with the skip instructions of a filter question contained data that, although possibly valid, were superfluous. For instance, respondents sometimes indicated "no" to a filter question and then continued to answer "no" to subsequent dependent items. When a filter question indicated that subsequent questions(s) should have been skipped, the subsequent dependent questions were set to a value of legitimate skip, except for one situation. In the exception, if the dependent questions were answered in a manner that was inconsistent with the filter but consistent within the dependent items, the filter was back edited (changed) and made consistent with the dependent responses. If a multiple response, or if no answer was given to a filter question, the question was assigned the appropriate reserved code ("6" or "8" see below) and all subsequent questions that might have been skipped were processed as if the respondent should have answered them.

The frequency with which responses were recoded to a legitimate skip for each skip pattern was closely monitored. Frequency distributions of responses before and after editing were inspected. All filter questions and their respective dependent items were displayed in crosstabulations for verification of the accuracy of the recoding.

After improperly answered questions were converted to blanks, the school data were passed through a second step in the editing program that supplied the appropriate reserved codes to fill blank fields. The reserved codes and their meanings are:

6=MULTIPLE RESPONSE
7=REFUSAL
8=MISSING
9=LEGITIMATE SKIP

If the field is longer than one column, the right-hand column contains one of the above codes and the rest of the columns are filled with "9"s.

Detection of out-of-range codes was completed during scanning or data entry for all questions except those permitting an open-ended response. Questions with unusually high nonresponse or multiple response were checked by verifying the data in the questionnaire hardcopy.

6.2 Data File Preparation

The conventions used to assign SAS and SPSS-X variable names are as consistent as possible with HS&B and NLS-72. In those two surveys, variable names were assigned according to the survey wave and the question number. A similar system was developed for NELS:88. For example, F2C30A is from the second follow-up school survey, question 30, part A.

A number of composites, specially constructed variables, are added to the files in order to promote high caliber analyses of the NELS:88 data. Some items add information from study sources that would otherwise be unavailable to users, some reference respondent properties to external standards that would be expensive for individual analysts to create, while still others are recodes or combinations of internal questionnaire sources. Some will be used by all, or nearly all, analysts while others will be appropriate to those seeking insights into distinctive populations, relationships or events. Moreover, some items will appear only on restricted use files rather than on the public use files in order to cloak the identity of our respondents and some will have appeared in earlier rounds and represent a convenient way to organize, rather than wholly new, information.

The nomenclature of composite variables on the school files distinguishes between grade-specific and school-level characteristics. For example, G12ENRL supplies student enrollment in the twelfth grade of a second follow-up school, while F2SCENRL contains the student count for the entire school during the second follow-up wave of NELS:88. Note that F2SCENRL is included on only the restricted use data file. Appendix L indicates which composite variables are included only on the school restricted use data file.

Only one of the standard reserved codes, described above, is applied to composite variables during construction. For one-column variables an "8" (MISSING) is a valid missing code. This reserved code is used when the sources for data are missing due to either item nonresponse or nonparticipation in all or part of the components of the study. Appendix L contains additional information on the conditions under which specific composite variables were assigned the missing code.

6.3 CD-ROM Electronic Codebook

An electronic codebook (ECB) permits PC users to interact with all of the features of a conventional hardcopy codebook and its accompanying documentation. In a very large, complex survey such as NELS:88 with multiple highly elaborated codebook text files, the Compact Disc (CD) medium provides the necessary capacity to carry a tremendous amount of data in a very compact and convenient form. CD-ROM is a form that can be copied to and read by a microcomputer. The information on CD-ROM is "Read-Only." This feature protects the data on the disk from accidental alterations, such as a user unintentionally writing over the encoded information.

In addition to numerous hardcopy codebooks that accompany magnetic tape releases on NELS:88, ECBs are also now available to users. These permit users to search for variables based on key words and names. The ECB displays question text and frequencies for each variable in order to assist users in deciding which data elements may be useful in planned analyses. The ECB is also a tool for selecting variables for subsequent analysis, writing SAS or SPSS-PC code for file construction of the designated variables, and even generating a codebook of the chosen set of variables.

More detailed information on the features of the NELS:88 ECBs and the survey waves and components for which ECBs are available appears in Chapter VII.

VII. Guide to the Data Files, Documentation, and CD-ROM Electronic Codebooks

Fourteen NELS:88 study components are now available to users on magnetic tape or CD-ROM (Compact Disc Read-Only Memory) format. Magnetic tape and CD-ROM releases of the NELS:88 data contain files that are specific to one survey wave and one component, such as the second follow-up student component data. Table 7-1 displays these NELS:88 products, by study component and by survey year.

The student and dropout data sets are the central units of analysis in NELS:88. Each of the student data files may be examined as an independent entity or may be combined for observation of the maturation of the original student cohort over time. The student and dropout data files released in the second follow-up of NELS:88 may be combined with data from second follow-up surveys of school administrators, teachers, and parents. The most powerful analyses are possible when students are viewed in the context of these fundamental influences across the four-year time frame that is now available. The NELS:88 files are designed to be merged and used to examine how different student and dropout outcomes relate to various structural patterns, as measured by school, parent, teacher influences, and/or the ways in which these change over time.

The contextual data files are dependent upon and subsidiary to the student and dropout files in NELS:88. **The contextual data files cannot stand alone.**[1] The only exception is the base year school file, which is representative of eighth-grade American schools and their principals in 1988. The first and second follow-up school components reflect characteristics of the secondary schools to which students in the contextual sample migrated after eighth grade. Since these secondary schools were not selected as a representative sample, but on the contrary appear instead as the product of student options and high school plans, the first and second follow-up school data must be used only in conjunction with student data. Inferences from the first follow-up and second follow-up school data files cannot be legitimately made if these data are viewed in isolation from the student files.

In the second follow-up school component data file, the school administrator questionnaire items and a number of additional pertinent constructs have been copied to the records of all students who are members of the contextual sample, i.e., the group of students eligible for collection of the school and teacher questionnaires. Note that these student records appear on the school file even if the school did not return an administrator questionnaire and/or if the contextual sample member did not complete a student questionnaire. Several types of student sample members are included in the files; therefore, the user must take care to select the correct set. Among the types of sample members in the student data set are: 1) students who were added in the first or second follow-ups to freshen the sample; 2) sample members who have participated in one, two or all three waves of the survey; and 3) Base Year Ineligible sample members who were found to be eligible and subsequently included in the first and second follow-

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Even for the base year and second follow-up parent surveys--which closely resemble probability samples of parents of the relevant student and dropout populations--there are some departures from the requirements of a stand-alone probability sample. In particular, some unknown number of base year and second follow-up parents had more than one sampled eighth grader, hence more than one chance of selection into the sample. In addition, in both the base year and second follow-up, only one parent was surveyed, and that parent was self-selected.

Table 7-1
NELS:88 components and survey waves for which both magnetic tape and CD-ROM products are available

	Available	Number of Variables on Public Use Version
Base Year		
Student	Yes	411
Dropout	Not Applicable[a]	Not Applicable[a]
School	Yes	212
Teacher	Yes	239
Parent	Yes	332
Transcript	Collected in Second Follow-Up[c]	Collected in Second Follow-Up[c]
First Follow-Up		
Student	Yes	695
Dropout	Yes	562
School	Yes	834
Teacher	Yes	463
Parent	Not Collected[b]	Not Collected[b]
Transcript	Collected in Second Follow-Up[c]	Collected in Second Follow-Up[c]
Second Follow-Up		
Student	Yes	796
Dropout	Yes	574
School	Yes	429
Teacher	Yes	421
Parent	Yes	424
Transcript	Yes	---[c]

[a] Since by definition dropouts could only be identified and studied after the initial round of the survey, there is no base year dropout component.
[b] The parent component was only conducted during the base year and second follow-up.
[c] Transcripts collected during the second follow-up span the entire high school career. The transcript data are available in restricted use form only. The restricted use transcript file includes 236 student-level variables and 251 course-level variables.

up surveys of NELS:88.[2] Eight analytic populations, both cross-sectional and longitudinal, are now represented in the NELS:88 student sample. Different research questions apply to different student populations. In order to choose the correct NELS:88 student sample and produce accurate results, analysts must use the proper sample identification and questionnaire availability indicators as well as the correct statistical weight.

Section 7.1 provides an overview of the sample indicators and weights necessary for using the school data. Section 7.2 includes a complete description of the content and organization of the second follow-up school data files. Finally, section 7.3 offers an explanation of the hardcopy codebook and an introduction to the electronic codebooks.

7.1 Basics for Analyses: Second Follow-Up Questionnaire and Sample Indicators, and Contextual Sample Statistical Weight

The method for naming variables follows a simple pattern. "F2" refers to the second follow-up, "F1" refers to the first follow-up, and "BY" refers to the base year. An "F2" in the prefix means that the variable has been created in the second follow-up for second follow-up sample members. This is an important distinction since some variables that measure the same concept have been created for data sets in more than one round of the survey. In addition, if new information becomes available--for example for students who have not heretofore participated in NELS:88--certain classification variables are revised to reflect this new information. The more recent the creation of a composite, the more likely that it contains the most accurate values.

Questionnaire Indicators and Statistical Weights. One of the first steps to take in carrying out a plan for research involves selection of the proper questionnaire availability indicators. Even tentative investigations that are not statistically weighted must utilize the appropriate indicators for cases with the specified items on the data file.

F2ADMFLG Indicates whether or not a school administrator questionnaire is available for all sample members on the school file.

0 = The sample member is a member of the contextual components sample and the school administrator did *not* complete a second follow-up school questionnaire.

1 = The sample member is a member of the contextual components sample and the school administrator completed a second follow-up school questionnaire.

2 = Not applicable--the sample member is not a member of the contextual components sample.

In order to accommodate contextual analyses, a flag F2CXTFLG has been constructed and added to the records on the second follow-up school component magnetic tape and final CD-ROM releases. F2CXTFLG is to be used to select cases in the NELS:88 contextual sample. It is the partner to the statistical weight to be used in contextual analyses, F2CXTWT, and the two variables should be used together.

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[2] Note however that the sample of reclassified Base Year Ineligibles (i.e., those found to be eligible in the first follow-up and second follow-up rounds) had not been released prior to the second follow-up.

F2CXTFLG Identifies sample members enrolled in an eligible contextual school (eligible for collection of school administrator data and completed a second follow-up *student* questionnaire).

0 = Sample member is not a member of the contextual sample.

1 = Sample member is a member of the contextual sample and completed a second follow-up student questionnaire.

2 = Sample member is a member of the contextual sample but did not complete a second follow-up student questionnaire.

Note that the school component data files only contain contextual sample members. Values 1 and 2 distinguish between the contextual sample members who completed a second follow-up student questionnaire and those who did not. This indicator is analogous to F2QFLG on the student files, but for the contextual sample. Like F2QFLG, if users are interested in conducting twelfth-grade cross-sectional analyses of students with contextual data, users will need to invoke this flag (F2CXTFLG>0) in conjunction with either the grade sequence flag, F2SEQFLG, or the twelfth-grade cohort flag, G12COHRT.

The NELS:88 data files are designed to be used as weighted data sets in all analyses. Due to the complexity of the NELS:88 sample design, estimation and inference will most likely be inaccurate if the data are analyzed on an unweighted basis. Clustering, multistage selection, and disproportionate sampling all contribute potential bias and various degrees of unreliability, which can only be avoided by using the weights provided to analyze specific subsets of the sample.

In the variable name for statistical weights, the suffix "WT" is used to distinguish these from the special sample indicators that accompany each weight. Thus, the common stem "F2CXT" signals that F2CXT*FLG* is the accomplice of F2CXT*WT*. When the user combines a sample indicator with the appropriate weight, population estimates are produced.

F2CXTWT use for producing weighted *student contextual component* statistics, in conjunction with either cross-sectional or longitudinal analyses that also involve school administrator and/or teacher data. No contextual panel weight has been calculated for analyses that use school administrator and/or teacher data from the NELS:88 base year or first follow-up in conjunction with second follow-up data. Because of factors such as nonresponse in the base year and first follow-up, using other weights for panel analyses is not as precise as using a contextual panel weight would be, but can provide serviceable, close approximations.[3]

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[3] Three other student-level weights have been constructed for the second follow-up and are available on the student files.:

F2QWT is used for producing weighted twelfth-grade student statistics in *cross-sectional analyses*.

F2F1PNWT is used for producing weighted *student panel* statistics when both the first follow-up and second follow-up data are employed in analyses.

F2PNLWT is used for producing weighted *student panel* statistics when all three rounds, the base year, first follow-up, and second follow-up, are included in the analyses. A companion variable has been constructed for each of these statistical weights in order to select the appropriated cases, as is explained

Refer to Chapter III for a complete discussion of F2CXTWT and the other NELS:88 second follow-up weights. Table 7.1-1 provides a summary of populations and levels of analysis possible with NELS:88 school data. Table 7.1-2 summarizes the weights, sample numbers, and sample indicators necessary for student-level analyses performed in conjunction with base year, first follow-up, and second follow-up school administrator data.

Universe Variables. As in every longitudinal survey, the complexity of NELS:88 has increased with each successive survey wave. The changing numbers of cases delivered in each round may be one of several perplexing anomalies to users. The "universe variables" are designed to explain how the status of sample members has changed from one round to another. The first of these, F2UNIV1, is a set of over one hundred mutually-exclusive categories that was designed to encompass each and every sample member ever in the study. It describes how and when the sample member entered NELS:88 and the situation of the sample member in the base year, the first follow-up, and in the second follow-up. Abbreviations for the SAS and SPSS-X value label cards provide this information in the character lengths allowed by those programs. These abbreviations are:

BY = Base Year
F1 = First Follow-Up
F2 = Second Follow-Up
I = Ineligible for questionnaire administration (mental/physical disability, language barrier)
A = In-school, in-grade
B = In-school, out-of-grade
DO = Dropout
E = Eligible for questionnaire administration
FR = Freshened
NA = Not Applicable (status description for rounds prior to that in which one was freshened into sample)
X = Out-of-scope (deceased, out-of-USA)
? = Status unknown

For each valid category of this variable, the status of the sample member is indicated for the base year, first follow-up, and second follow-up. Examination of the categories of this variable in Appendix L reveals that the status of sample members did change over time. For example, students ineligible for the base year were subsequently re-surveyed and some were discovered to be capable of completing the survey in the first and/or second follow-ups. Other sample members moved out of the country in a later round and were defined as out-of-scope for that round. Some of these sample members had returned to the U.S.A. by the second follow-up and were once again in-scope for data collection. Similarly, students who were freshened in the first or second follow-up did not participate in the base year survey.

Four additional universe variables are provided, each with a more limited descriptive mission than F2UNIV1. These variables account separately for the information that is combined in the first universe variable. F2UNIV2A reports how sample members initially entered NELS:88. Categories are base year eligible, base year ineligible, or freshened in either the first or second follow-up. F2UNIV2B reports the base year status of all sample members: freshened in either the first or second follow-ups (and thus not at that time an active sample member), in school and in the appropriate grade, or ineligible in that

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in the Chapter III of the *NELS:88 Second Follow-Up: Student Component Data File User's Manual.*

Table 7.1-1 Analyses with school data:
Summary of NELS:88 populations, samples, and level of analyses

Population of Interest	Sample	Level of Analysis
1988 8th Graders in 1990 (Panel) with 8th- and/or 10th-Grade School Data: The population of 1988 eighth graders two years later (as of 1990) with 1988 and/or 1990 school data.	Base year retained sample members who completed both a base year and first follow-up questionnaire. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross-wave, longitudinal level of analysis.
1988 8th-Grade Cross-Section with 8th-Grade School Data: The population of all students enrolled in the eighth grade in 1988 with 1988 school data.	Base year selected sample members who participated in the base year. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross-sectional level of analysis.
1990 10th-Grade Cross-Section with 10th-Grade School Data: The population of all students enrolled in the tenth grade in 1990 with 1990 school data.	Representative sample of students enrolled in tenth grade in the spring term of 1990. Includes freshened students and excludes dropouts and out-of-sequence sample members. on the original F1 release. The F2 re-release, includes BYI's who completed a F1 questionnaire; however, 1990 school data are not available for BYI's.	Cross-sectional analysis; Trend analyses with HS&B 1980 sophomores and F1 1990 sophomores.
1988 8th Graders in 1992 (Panel) with 8th-, 10th- or 12th-Grade School Data: The population of 1988 eighth graders four years later (as of 1992) with 1988, 1990 or 1992 school data.	Base year retained sample members who completed a questionnaire in all three waves of NELS:88--base year, first follow-up, and second follow-up. Note: undercoverage bias; 5% of potential base year sample excluded.	Cross wave, longitudinal level of analysis.

Table 7.1-1 (cont.) Analyses with school data: Summary of NELS:88 populations, samples, and level of analyses

Population of Interest	Sample	Level of Analysis
1990 10th Graders in 1992 (Panel) with 10th- or 12th-Grade School Data: The population of 1990 sophomores two years later (as of 1992) with 1990 or 1992 school data.	Representative sample of students enrolled in tenth grade in the spring of 1990 (see definition of tenth grade cross-section above) who completed a questionnaire in both the first follow-up and second follow-up.	Cross wave, longitudinal level of analysis; longitudinal trend analyses with HS&B 1980 sophomore cohort and F1 1990 sophomore cohort.
1992 12th-Grade Cross-Section with 12th-Grade School Data: The population of all students enrolled in twelfth grade in 1992 with their 1992 school data.	Representative sample of students enrolled in twelfth grade in the spring of 1992. Includes freshened students and excludes dropouts and out-of-sequence sample members.	Cross sectional analysis; Trend analyses with NLS 1972 seniors, HS&B 1980 seniors, and NELS:88 1992 seniors.

Table 7.1-2
Sample combinations, sample numbers, indicators, and weights for analyses with school data

Possible Sample Combinations to Merge	Comment	Sample ID Flags*	Sample Number	Weight
1988 8th Graders in 1990 with 8th-Grade School Data	Select from base year school file, first follow-up student file, and second follow-up student file.	F2BYF1PN=1 (from F2 student file)	*N*=17,192	Use the first follow-up student panel weight, F1PNLWT (from F1 student file).
1988 8th Graders in 1990 with 10th-Grade School Data	Select from first follow-up school file, first follow-up student file, and second follow-up student file.	F2BYF1PN=1 (from F2 student file)	*N*=16,139	Use the first follow-up student panel weight, F1PNLWT (from F1 student file).
1988 8th Graders in 1990 with 8th- and 10th-Grade School Data	Select from base year and first follow-up school files and first and second follow-up student files.	F2BYF1PN=1 (from F2 student file)	*N*=15,939	Use the first follow-up student panel weight, F1PNLWT (from F1 student file).
1988 8th-Grade Cross-Section with 8th-Grade School Data	Select from base year school and base year student files. Because this sample combination involves the NELS:88 cohort before first follow-up sub-sampling, its sample number is larger than the sample numbers of 8th- to 10th- or 8th- to 12th-grade panels.	No additional sample ID flags are necessary for this selection.	*N*=24,246	Use the base year student questionnaire weight, BYQWT.

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* Analysts should be aware that several sample indicators from the first follow-up are repeated on second follow-up files. For example, F2BYF1PN is the second follow-up re-delivery of F1PANFLG. Analysts are advised to use the most recently delivered flag when selecting populations.

Table 7.1-2 (cont.)
Sample combinations, sample numbers, indicators, and weights for analyses with school data

Possible Sample Combinations to Merge	Comment	Sample ID Flags	Sample Number	Weight
1990 10th-Grade Cross-Section with 10th-Grade School Data	Select from first follow-up school file and first and second follow-up student files.	G10COHRT=1 (from F2 student file) and F2F1QFLG=1	*N*=17,024	Use the first follow-up student questionnaire weight, F1QWT (on F1 student file).
1988 8th Graders in 1992 with 8th-Grade School Data	Select from base year school file and second follow-up student file.	F2PNLFLG=1 (from F2 student file)	*N*=16,273	Use the second follow-up student panel weight, F2PNLWT
1988 8th Graders in 1992 with 10th-Grade School Data	Select from first follow-up school file and second follow-up student file.	F2PNLFLG=1 (from F2 student file)	*N*=15,385	Use the student panel weight, F2PNLWT.
1988 8th Graders in 1992 with 12th-Grade School Data	Select from second follow-up school file and second follow-up student file. This sample combination includes only panel members who are included in the second follow-up contextual school sample. Use F2CXTWT with caution and assess for possible biases. There is no panel version of the contextual weight.	F2PNLFLG=1 (from F2 student file) and F2ADMFLG=1 (from F2 school file)	*N*=13,631	Use the second follow-up contextual weight, F2CXTWT.

Table 7.1-2 (cont.)
Sample combinations, sample numbers, indicators, and weights for analyses with school data

Possible Sample Combinations to Merge	Comment	Sample ID Flags	Sample Number	Weight
1990 10th Graders in 1992 with 10th-Grade School Data	Select from first follow-up school file and second follow-up student file. This sample combination includes only students enrolled in the 10th grade in the spring of 1990.	F2F1PNFL=2 (from F2 student file)	*N*=16,109	Use the first follow-up student panel weight, F2F1PNWT.
1990 10th Graders in 1992 with 12th-Grade School Data	Select from second follow-up school file and second follow-up student file. This sample combination includes only students enrolled in the 10th grade in 1990 and who are also in the second follow-up contextual sample. Use F2CXTWT with caution and assess for possible biases. There is no panel version of the contextual weight.	F2F1PNFL=2 (from F2 student file) and F2ADMFLG=1 (from F2 school file)	*N*=14,355	Use the second follow-up contextual weight, F2CXTWT
1992 12th-Grade Cross-Section with 12th-Grade School Data	Select from second follow-up school file and second follow-up student file. This sample combination includes only panel members who are included in the second follow-up contextual school sample.	G12COHRT=1 and F2CXTFLG=1 and (both from F2 student file) and F2ADMFLG=1 (from F2 school file)	*N*=15,054	Use the second follow-up contextual weight, F2CXTWT.

round due to a mental, physical or a linguistic barrier. F2UNIV2C reports the first follow-up status of sample members. Categories are freshened in the second follow-up, in school and in the appropriate grade, in school but not in the expected grade for the cohort, dropout, ineligible for this wave, out-of-scope (deceased or not in the U.S.A. during this round of the study), or status currently unknown. Finally, F2UNIV2D reports on the second follow-up status of each sample member. Valid possibilities are in school and in the expected grade, in school but not in the expected grade, dropout, ineligible, out-of-scope, or status unknown in this round of NELS:88.

7.2 Content and Organization of the Data Files

The school public use data file contains a record for each of 16,311 sample members in 1,374 schools that comprise the second follow-up contextual sample. Whereas the first follow-up school file included only students for whom both a student and school administrator questionnaire were completed, the second follow-up school public use file includes 616 students in the contextual sample who did not complete a second follow-up student questionnaire and 324 contextual sample members for whom a school administrator questionnaire is not present. Certain school-level composites have been constructed even for those schools that did not complete an administrator questionnaire in this round of NELS:88.

The raw data file contains 409 variables drawn from the school administrator questionnaire, followed by the statistical weight, special indicators and composite variables. Appendix K contains the logical record length and blocking factor of the original EBCDIC files delivered on tape, as well as the record layout for the second follow-up school file. The layout shows in detail the organization of the variables within each record on the file. The variables are grouped into similar logical sets as discussed below. Each data item is referred to by its SAS (SPSS-X) variable name, as defined in the control cards provided with the data file.

Four files are provided for the second follow-up school component. They are:

1. The second follow-up raw data file with the following segments arrayed in the indicated order:

   a. Randomized Student ID number (positions 1-7),[4]
   b. School administrator questionnaire data (positions 8-599),
   c. Statistical weight, flags and composites (positions 600-647);

2. SPSS-X control cards for the school component file;

3. SAS control cards for the school component file; and,

4. SAS system file for the school component data.

7.2.1 Identification Codes

The first variable on all of the raw data files, STU_ID, is a unique seven-digit student identification code. This number remains with a student or dropout throughout NELS:88. To link student records across two or more waves of the survey (1988, 1990, and 1992) or between survey components (student, dropout, parent, school, teacher, and transcript), analysts should use STU_ID.

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[4] The positions for the data entities reference magnetic tape media.

The student ID code consists of a five-digit base year school ID followed by a two-digit student code. Though both sets of numbers were randomly assigned to maintain confidentiality, the ID numbers contain embedded linking, stratum and PSU information.[5] Students added to the first or second follow-up through freshening were linked to a core sample member. The base year school ID of the linked student was used as the root of the added student's ID. Thus, in all cases, the student ID links students and dropouts to a base year school.

First Follow-Up and Second Follow-Up School Links. Unlike the base year school ID, the first and second follow-up school identification codes are not embedded in the student ID. In the first follow-up, a public release school ID, "F1SCH_ID" was created and added to both the student and the school component files for that round. In the second follow-up, the school public release ID number is excluded from all public release files to maintain confidentiality. However, the public release school ID number and a special indicator, F2F1SCFL, are included on the restricted use school file. Although the public release school ID on the restricted use school file allows researchers to investigate the size of student clusters within second follow-up schools, users are cautioned that the NELS:88 secondary schools are not a representative sample and cannot legitimately be analyzed apart from the student sample.

F2F1SCFL The first follow-up and second follow-up same school flag indicates whether the student's school data were collected from the same school in both the first follow-up and the second follow-up. This variable does not indicate that a student was at the same school continuously (some small portion of students may have moved from a first follow-up school, then subsequently returned to the school by the time of data collection in the second follow-up). This variable is only relevant for sample members who were eligible students in both the first follow-up and second follow-up rounds of the study. Note that this variable is present only on restricted use files.

0 = Not in the same school in the first follow-up and second follow-up--the sample member was an eligible student in both rounds of the survey but did *not* attend the same school during data collection (phase 3) of the first and second follow-up.

1 = In the same school in the first follow-up and second follow-up--the sample member was an eligible student in both rounds of the survey and did attend the same school during data collection (phase 3) of the first and second follow-up.

2 = Missing--the sample member was an eligible student in the first follow-up and the second follow-up but specific school data required for coding this indicator were missing (for either the first follow-up or the second follow-up).

3 = Not Applicable--the sample member was *not* an eligible student in either the first follow-up or the second follow-up, or both rounds. This classification includes second follow-up freshened students and sample

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[5] Analysts who are employing variance estimation software should note that the student ID reflects the NELS:88 sampling plan in the following way: the left-most two digits of the ID represent the stratum identification number for the case; the middle three digits are the primary sampling unit (PSU) for the school; and the last two digits identify the student uniquely within the stratum and PSU.

members who were dropouts, alternative completers, ineligible students, or out-of-scope in the first follow-up *or* the second follow-up of the study.

This indicator will prove useful to analysts who wish to merge school administrator information that was collected in the first follow-up but not repeated in the second follow-up questionnaires. It also gives a good indication of which students completed their high school careers in the same school as the one they were in during the first follow-up data collection in 1990.

7.2.2 The School Public Use File Record Layout

The logical length, block size, and record layout for the second follow-up school component data file are in Appendix K. Record layouts for the base year and first follow-up appear in Volume I of the *NELS:88 First Follow-Up: School Component Data File User's Manual*. The layout shows how variables are ordered within the records for each sample member on the file. Items taken from the hardcopy questionnaires appear at the beginning of each student data record, in the same order as they appear in the printed second follow-up school administrator questionnaire contained in Appendix H.

The variables in the record layouts are identified by the SAS and SPSS-X variable names that have been designated for each data element. No more than eight characters may comprise a SAS or SPSS-X variable name. The first two characters of the variable names from the school administrator questionnaire indicate the survey wave in which the variable was created. Thus, BY in the prefix of the variable name indicates a base year questionnaire item. F1 or F2 in the prefix of the name refers to an item in either the first follow-up or the second follow-up. The third character in the variable name represents the NELS:88 component, with "C" for the school component, "S" for student, "D" for dropout, and so on. F1C or F2C refer to the school administrator questionnaire as the source document for, respectively, the first follow-up or the second follow-up. The naming scheme for items that report school administrator responses is completed by the suffix of the variable name, which consists of the question number and part. For example, F2C11B is question 11, part B from the second follow-up school administrator questionnaire.

7.2.3 Composite Variables

Composites variables are constructed in order to enhance substantive analyses. Since research questions frequently require independent or control variables such as the urbanicity of the school, the socioeconomic status of the family, or the gender of the individual, a large set of classification variables has been carefully constructed and added to the records in most of the second follow-up component files. A description of the specifications used to create these composite variables for the school component is found in Appendix L.[6] Perusal of these sections may also suggest additional ways in which the data may be configured for analyses. This section introduces the composites that have been constructed for the school component file of the second follow-up of NELS:88.

Most composite variables are constructed from two or more sources. These may be combinations of questionnaire items from the same or different NELS:88 data files, in the base year, first follow-up, and second follow-up. Some composites are drawn from an external sampling resource that is unavailable to users, or utilize an external conceptual scheme in order to rank order or otherwise recode survey data.

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[6] Appendix L also lists the flags and the statistical weight for the parent sample in the order in which they appear in the data records.

A few composites are sufficiently central to analyses that they are constructed in each round of the survey. Some values should change over time; for example, if a student transfers from one school to another, then school control type, urbanicity, region and so on may change as well. Some variables, such as school enrollment or grade span, are quite stable over time for an individual school yet the values reported in the NELS:88 files may change if new information improves upon the old. For example, the second follow-up report on school characteristics is enhanced when an eligible institution that did not return a first follow-up school administrator questionnaire does complete a second follow-up instrument. Because sources for composite construction and quality control checking tend to multiply as additional rounds of data are collected, the validity of certain classification variables is strengthened over time. The most recent round in which such a variable appears contains the best classification information for sample members.

Composites of School-level Characteristics. The composites of school-level characteristics provide information on key characteristics of students' second follow-up school. "G12" in the prefix of the variable name indicates a characteristic of the twelfth-grade school the student attended, even if a particular student was actually attending a different grade in the school during the 1992 data collection. School-level composites are also included on the student component data file for dropouts, and the identification number of the last school attended by the dropout is included on the restricted use dropout component data file.

G12CTRL1 classifies the student's second follow-up school by type of control: public, Catholic or other private, with private schools divided into other religious, no religious affiliation, or affiliation unknown. G12CTRL1 is primarily *reported from the school administrator questionnaire* and is checked against the QED sampling file for consistency.

G12CTRL2 classifies the student's second follow-up school type into public, Catholic, private NAIS, and other private--not NAIS. The values for this variable were compiled from both QED and NAIS membership lists. This variable appears only on the restricted use version of the NELS:88 data files.

G12URBN3 is a three-category composite that reflects the type of place in which the student's *public school district*, *Catholic diocese*, or, for other private schools, *county* is located. The categories are urban, suburban and rural. The information was obtained from QED, or when missing, looked up in U.S. Bureau of the Census, *Statistical Abstract of the United States: 1992* (112th edition.), Washington DC, 1992, pages 896-904, and added to the files. This composite is analogous to the variable that was used in HS&B and in NELS:88 sampling.

G12REGON indicates in which of the four U.S. Census regions the student's second follow-up school is located (Northeast, Midwest, South, West). It is created by collapsing the values of the state in the school address. G12STATE is only available on restricted use files.

F2SCENRL categorizes the enrollment of the entire school, as reported by the school in F2C1. G12ENROL indexes the twelfth-grade enrollment as reported by the school. Both composites are compared to QED for consistency and are present only on restricted use files.

F2SGSPAN classifies the grade span as reported by the school in F2C3. This composite too is present only on restricted use files.

F2TRMTYP indicates the type of term which the school uses, as reported by the school's course catalog (collected through the course offerings component of NELS:88). Although the second follow-up transcript component contains a similar variable, course length, the two variables are not strictly analogous. Whereas F2TRMTYP describes the type of term system used by a school, the transcript course length describes the duration of individual courses at a school. Note that for the public release school file only, the value for "quarter" is recoded as missing.

F2CRDRQ1 contains the number of credits required by a school for graduation, as reported by the course offerings component of NELS:88. Since schools may or may not define a credit in the same manner, NORC attempted to standardize the number of credits for each school using data from the second follow-up transcript component. However, some schools could not be standardized because the information was not collected in the transcript component and the unstandardized values for these schools are included in F2CRDRQ1. Analysts should be aware that F2CRDRQ1 includes both standardized and unstandardized credits. Another composite, F2CRDRQ2, includes only standardized credits, setting the 147 schools that could not be standardized to "missing."

7.2.4 Packaged Statistical Programs

The procedures recommended for analyses of NELS:88 data with the SAS are outlined in Appendix D. SPSS-X can also be used and both the magnetic data tape releases and the CD-ROM media include files that contain the appropriate control cards for each of these statistical packages. Analysts who wish to create an SPSS-X system file from a SAS system file (or vice-versa) may also do so.

7.3 Guide to the NELS:88 Codebooks

The codebooks that have been provided for each wave of the survey fully describe and assist with interpretation of each of the variables on each of the data files. The codebooks summarize all key information for each data element, including:

- the variable name, question number and content;
- the tape position and format on the file for each variable;
- valid and/or missing responses to each item; and,
- for each response category, the unweighted frequency counts, percents, and weighted percents are displayed.

Two related types of codebooks are provided for NELS:88--a hardcopy and an electronic codebook (ECB). Both forms of the codebook chronicle the details analysts need to interpret properly the results of each item: the exact wording of the question that was presented to the respondent, the distribution of all legitimate answers among survey participants, the location and type of data element for each variable on the file, as well as names and labels provided for use with statistical software. For some items this basic presentation is supplemented with additional notes about using the data. The first type of codebook is the hardcopy codebook included in the NELS:88 second follow-up data file user manuals. Hardcopy codebook displays are described and illustrated in section 7.3.1 below.

The second type of codebook is the NELS:88 second follow-up electronic codebook (ECB). The electronic print files that are produced by the hardcopy codebook software are used as the foundation (the input files) for the ECB software. ECBs provide several advantages. First, the NELS:88 ECBs reside on CD-ROM (Compact Disc Read-Only Memory) and, given the right equipment and software, can be accessed by and copied to a user's personal computer. The NELS:88 data sets have also been released on CD-ROMs, a far more concentrated medium for archiving information than magnetic tapes. The PC mode is both more convenient and far less expensive than mainframe operations for most users. Second, ECBs permit users to scroll through the same variables and survey results found in all versions of the codebooks electronically. In addition, analysts interact with the ECB software to select only those data elements that will be needed for the user's specific analyses. The result is a user-controlled subset of the variables that is fully equipped with the tools required for statistical analysis. The labor-intensive steps that were formerly required to accomplish these preliminary steps to analysis, such as typing in exact variable names, have been rendered obsolete by the ECB system. Additional information on ECBs is given in section 7.3.2.

7.3.1 Hardcopy Codebooks in NELS:88 Data User's Manuals

Both the hardcopy and the ECB versions of the NELS:88 codebooks contain the basic information available on each variable in the NELS:88 data sets. Therefore, even those readers who plan to use ECBs should be familiar with the material in this subsection in order to take full advantage of the ECB.

Figure 7-1 is an illustration of the information provided in the codebooks for each data element. Each portion of this example is numbered and explained below.

Figure 7-1
An entry in the school public use codebook

1) Question 51D

2) Tape Pos. 447-447
3) Format: I1

4) F2C51D 5) PROVIDE VALUES/MORAL EDUCATION

6) How would you rate your school compared to other schools in providing values/moral education?

7) RESPONSE	8) CODES	9) FREQ	PER- 10) CENT	WGTD 11) PCT
OUTSTANDING.	1	2528	15.5%	16.8%
QUITE GOOD	2	5738	35.2%	39.3%
SATISFACTORY	3	4811	29.5%	33.8%
FAIR.	4	1074	6.6%	8.2%
POOR.	5	337	2.1%	2.0%
12) RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1499	9.2%	(MISS)
Totals:		16311	100.0%	100.0%

Figure 7-1 (continued)
An entry in the school public use codebook

Explanations:

1. Question number: For variables taken directly from the school administrator questionnaire, this is the same as the school questionnaire item number. Composite variables and other items such as flags and weights have variable names that reflect their content.

2. Tape position: This item gives the starting and ending tape position of each variable on the data tape.

3. Variable format: This item indicates the type of variable, its width, and the number of positions following the implicit decimal point, if any.

4. SAS and SPSS-X variable name: Each variable on the data set is identified by a unique SAS and SPSS-X variable name. "F2C" in the variable name indicates a second follow-up school administrator questionnaire variable. Data indicators (such as flags and status codes) and composite variables are given mnemonics that help identify them, for example, G12REGON for "Grade 12 Census region" and F2SES1 for one of three "second follow-up socioeconomic status" variables that will appear on the final ECBs. Users should refer to each variable by its SAS (SPSS-X) variable name in any computing procedures, rather than by its question number.

5. SAS (SPSS-X) variable label: A short variable label appears after the variable name. This label is the same as the variable label in the SAS (SPSS-X) data definition cards included on the tape or CD-ROM.

6. Original question wording: This reproduces the exact question wording as it appeared in the questionnaire.

7. Response categories: This item provides either the original response categories in the case of questionnaire items or the recoded or constructed response categories for composite variables and data indicators, such as flags. For display in the codebooks, continuous or very sensitive variables have been recoded to collapse all valid values into one or a few response categories. This allows the codebook tables to show the frequency counts, unweighted percentages, and adjusted weighted percentages for continuous variables without printing each distinct value that the variable can take. These value labels are not the same as those on the SAS (SPSS-X) data definition cards. Condensed value labels that do not cause truncation problems are provided with the data definition cards.

8. Response codes: This item provides the actual numerical codes that appear on the data tape in the tape position specified (except for continuous variables, where the actual values that appear on the tape have been recoded to produce the frequency counts and percentages). Certain codes, discussed below, are reserved to indicate missing data, legitimate skips and so forth.

9. Frequency counts: This item shows the unweighted frequency counts for all records that were processed, including records that have missing data codes, legitimate skips, and so forth.

Figure 7-1 (continued)
An entry in the school public use codebook

10. Unweighted percentage frequencies: This column displays the frequency counts of item 51D as percentages. All records that were processed are included.

11. Weighted percentage frequencies: This column displays percentages based on response counts weighted up to the relevant population. Cases with reserved code values are excluded from the computation.

12. Reserved codes: In this data set certain codes, termed "reserved codes" have been chosen always to stand for certain situations. These reserved codes and their interpretations are:

6=multiple response	more than one response where only one response was called for
7=refusal	respondent refused to answer an item or refused to resolve a multiple response where only one was called for, either at the time of the questionnaire administration or at telephone follow-up
8=missing data	data that should be present for this respondent is missing, but respondent did not necessarily refuse to provide data
9=legitimate skip	because of responses to preceding questions, data for this item should not be present for this respondent; that is, the value is legitimately missing

These reserved codes are the same as those used in the NLS-72 and HS&B surveys. The codes as listed above apply to variables with single-column data fields. For variables with fields greater than one column, the left-most columns are filled with 9s (e.g., 96, 996, 9996).

Note that in the example shown in Figure 7-1, sample members in schools that did not respond to the administrator questionnaire are shown on a separate line from other missing cases and represent two percent of the total distribution.

Finally, additional comments and notes may be included and displayed below the standard information in the codebooks described in Figure 7-1. These comments alert researchers to the potential for nonresponse bias, a relation to another similar variable or composite, a recoding of a continuous variable in order to improve the codebook presentation, or to recodes or suppressions of sensitive data for confidentiality purposes.

7.3.2 The NELS:88 Electronic Codebook System (ECB)

The electronic codebook combines the convenience, simplicity and cost efficiencies of personal computers (PCs) with Compact Disc Read-Only Memory (CD-ROM) technology. Thousands of NELS:88 variables, the extensive statistical software programs and commands that transform the data in analyses, and electronic versions of data user manuals reside on a single CD-ROM. All are accessible with the MS-DOS operating system and statistical and word processing software that the user is likely already accustomed to working with a PC. Virtually all steps that must be undertaken prior to actual analysis runs on the data files may now be conducted within the ECB.

The ECB software is designed to acquaint the user with the available survey measures and responses by means of on-line, fully documented codebooks. Users may browse through the documentation, searching on both variables names and labels and on question text to find items that are suitable for the research question at hand. The final version of the ECB includes weighted and unweighted frequency distributions. Users can move quickly in the ECB between questionnaire items, sample indicators, and composite variables within a component, or between components of the study, and may select up to 255 variables of interest per session. A window shows how many variables have been tagged at any one time. The process culls a set of variables, and only those variables, that are appropriate to the user's own research issue. Since variable names and labels are stored electronically on the ECB, onerous tasks such as typing in this information that were formerly necessary are eliminated. The ECB permits users to write SAS-PC or SPSS-PC program code and/or command statements in order to construct system files of the selected variables. Finally, a print file of a codebook containing the frequencies for only the tagged items is another option with the ECB. The print file may subsequently be used to generate individualized hardcopy codebooks of the selected variables which may provide a most convenient reference during subsequent data analyses.

In order to use the new ECB technology, the following are required:

- a NELS:88 Compact Disc;
- a CD-ROM reader, used to read or copy the NELS:88 CD-ROM to a personal computer;
- an IBM-compatible personal computer (PC), minimally a 286 system;
- approximately 10 Mb space on the PC for the full ECB system; and,[7]
- a substantial amount of space for the data files. Although up to 165 Mb is required for all publicly-available base year, first follow-up, and second follow-up data sets, it is not necessary to copy and/or analyze all of these files simultaneously.

The NELS:88 Compact Disc includes installation procedures, programs and files required by the codebook system, the raw data files and data user manuals (in WordPerfect format).

Different Versions of the ECBs. Table 7.3.2-1 lists three versions of the NELS:88 ECBs that have been created for NELS:88.

The base year school sample is representative of all schools in the nation enrolling eighth graders in 1988. On the first follow-up ECB which includes base year files, information reflecting these schools has been released at two levels of analysis: aggregated at the level of the school (one record for each school), as well as distributed at the level of the students who attended those schools (one record for each such student). However, the second follow-up ECB only includes the base year school data at the level of the student.

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[7] Space requirements will vary by the ECB component that is selected, the number of variables that may be chosen for generation of a hardcopy codebook, and by the statistical package used by the researcher.

Table 7.3.2-1
Three versions of the NELS:88 electronic codebooks

ECB Version	Survey Waves and Components	User Version
First Follow-Up ECB	base year, first follow-up (all components)	public use only
Second Follow-Up Interim ECB	base year, first follow-up, and second follow-up, (student and dropout)	public use only
Second Follow-Up Final ECB	base year, updated first follow-up, and second follow-up (student, dropout, school, parent, and teacher)[8]	public use and restricted use

The 1994 release of the first follow-up data contains minor adjustments to the cases that are included on the files. For example, sample members found to have been sampled into the study in error have been deleted, and base year ineligible students found to be eligible in the first or second follow-up have been added. A few of the first follow-up variables have also been updated for the second follow-up release of the first follow-up data. Such adjustments are possible in longitudinal studies as new information becomes available or technical advancements become feasible.

Although Table 7.3.2-1 includes both the interim and final versions of the second follow-up CD-ROM, this manual primarily discusses the contents of the final version of the second follow-up CD-ROM. The final second follow-up CD-ROM encompasses all thirteen of the major component files through the second follow-up of NELS:88. Cognitive test variables on all three waves of the survey have been refined and the first follow-up cases have been enhanced by the deletion of ineligibles and the addition of survey-eligible BYI sample members. Both the restricted use and public use CD-ROMs display a weighted and an unweighted frequency window.

A number of restricted use ASCII files are also available on a separate CD-ROM; these files will not be in the electronic codebook format. These files include 1) the transcript component data file, 2) all first follow-up and second follow-up School Effectiveness Study data files, 3) the second follow-up early graduate student supplement, 4) the cognitive test item file which is also on the restricted use CD-ROM that contains the ECB, 5) the expanded sample file, and 6) selected zip code-level community contextual variables. Contents of this CD-ROM are more fully described in the *NELS:88 Second Follow-Up Final Technical Report.*

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[8] The second follow-up restricted use CD-ROM contains an ASCII file of the student component cognitive test items; however, these items are not in the ECB format.

Magnetic tape versions of the public use data can be ordered from the U.S. Department of Education, Information Technology Branch at (202) 219-1522. The NELS:88 public use data on ECB/CD-ROM, which includes documentation for the ECB, can be ordered by calling Peggy Quinn at (202) 219-1743. The ECB is a qualitative advance over older approaches to complex data sets. The ease with which the pre-analysis phase is handled by the ECB is expected to increase both the number and types of users drawn to the NELS:88 database and, consequently, the variety of research topics addressed. Additional development of the ECB concept is expected to add useful enhancements. Critiques and suggestions on the ECB, the hardcopy codebook and other elements of the NELS:88 data user manuals are welcome. Please address your comments to:

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NELS:88 restricted use data on magnetic tapes and on CD-ROM are available at no charge on a restricted loan basis to individuals and/or institutions that obtain an approved license agreement from NCES. To request a license agreement, the individual and/or institution must provide the following information:

- The title of the survey to which access is desired.
- A detailed discussion of the statistical research project that necessitates accessing the restricted NCES survey data.
- The name and title of the most senior official having the authority to bind the organization to the provisions of the license agreement.
- The name and title of the principal project officer who will oversee the daily operations.
- The number, name, and title of professional and technical staff who will access the survey data base. Each professional or technical staff member with access to the data is required to sign and have notarized an affidavit of nondisclosure.
- The estimated loan period necessary for accessing the NCES survey data base.
- The desired computer product specifications, such as medium (9-track tape, CD-ROM, PC diskette), code convention (ASCII, EBCDIC, SAS), etc.

To obtain further details and a license agreement form please write to:

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Data Security Officer
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APPENDICES

Appendix A

NELS:88-Related Data Files Available from the National Center for Education Statistics

Studies and Files Related to NELS:88

In addition to the core sample and survey described in the main text, several other supplemental components were undertaken and data files generated under the auspices of NELS:88. In the base year survey, these included: several state augmentations; a supplement of hearing-impaired students, funded by Gallaudet University; a supplement of Reformed Christian schools that are members of the Christian Schools International Organization, funded by the Barnabas Foundation; and the NELS:88 Enhancement Survey of Middle Grades Practices, funded by the Office of Research in the Office of Educational Research and Improvement (OERI), through the Johns Hopkins University Center for Research on Effective Schooling for Disadvantaged Students (CDS). The first follow-up wave of NELS:88 also included supplemental components: the state augmentations, continued from the base year; the School Effectiveness Study, supported by funds from the John D. and Catherine T. MacArthur Foundation, and by NCES; and the Base Year Ineligible study (BYI), also sponsored by NCES. The second follow-up wave of NELS:88 included continuations of the base year and first follow-up state augmentations; the school effectiveness study; the continuation of the first follow-up Base Year Ineligibles study; and the continuation of the Christian schools supplement. These auxiliary data files greatly expand and enrich the analytic uses of the study.

In the base year, the NCES-sponsored core sample of 1,052 participating schools and 24,599 participating students was increased to 1,242 participating schools and 28,397 participating students, respectively, as a result of the state augmentations and Christian schools supplements. The first follow-up School Effects Augmentation added some 6,400 students to the initial base year retained sample of 21,474 students. The second follow-up added over 1,300 SES students to replace students lost due to attrition (such as transfers and dropouts).

Data for the state augmentations and other supplements discussed below do not appear on the NCES public release files for NELS:88.

Christian Schools Supplement

A sample of Reformed Christian schools that are members of the Christian Schools International (CSI) Organization was drawn to supplement the NELS:88 base year school sample. The sample was selected from CSI schools with probability proportional to eighth-grade size. Two disproportionately large school units were double-sampled. Of the initially contacted 58 schools, 41 schools agreed to participate. (Due to the double-sampling of the two schools, the number of sampling units was 43.) Students, parents, teachers, and school administrators were surveyed. Students completed both the cognitive test battery and the questionnaire during the in-school survey sessions held in their schools. Base year sample members and their parents were surveyed again in the second follow-up.

State Augmentations and Supplements

In an effort to enhance the statistical precision of their state samples, four states sponsored sample augmentations in the base year by adding schools and students in their states. Three of these states also sponsored instrument supplements in the form of additional questions pertaining to policy issues of interest to their states.

Three of the four states which augmented their samples in the base year continued to provide funds in the first follow-up for following and collecting data for the initial base year state augmentation samples which were retained in the first follow-up, and two states continued to sponsor instrument supplements in the first follow-up. The second follow-up continued the augmentation supplements in these two states.

Hopkins Enhancement Survey of NELS:88 Middle Grades Practices

The Survey of Middle Grades Practices enhanced the NELS:88 base year school questionnaire by collecting new information to monitor middle grades reform in the schools attended by NELS:88 eighth graders. The questionnaire for this supplemental survey was designed by the Center for Research on Effective Schooling for Disadvantaged Students (CDS) of the Johns Hopkins University and the data collection was conducted by NORC. The school principals who provided base year information in the NELS:88 school questionnaire were asked to participate in this enhancement survey between late October 1988 and February 1989. The enhancement survey augmented the information in the base year school questionnaire with additional information on school organization, guidance and advisory periods, rewards and evaluations, curriculum and instructional practices, interdisciplinary teams of teachers, transitions and articulation practices, involvement of parents, and other practices recommended for middle grades reform.

Included in the enhancement survey was an alternative version of an item on classroom organization. This item from the Hopkins Enhancement Survey data was appended to the base year school file. It should be noted that the original question on the organization of classroom instruction (see base year school codebook, BYSC18, in the *NELS:88 Base Year: School Component Data File User's Manual*) was asked during the 1987-1988 school year, while the correction item was asked during, and references, the 1988-1989 school year.

Past Studies and Data Files Related to NELS:88 Available from NCES

Data from the earlier NCES longitudinal studies--NLS-72 and HS&B--may also be of interest to users of the NELS:88 data. These data sets are of special interest for researchers interested in cross-cohort comparisons between the sophomores of NELS:88 first follow-up (1990) and HS&B base year (1980), and, in the future, comparisons of the 1992 NELS:88 seniors and the HS&B sophomore and senior cohorts in 1982 and 1980, and NLS-72 seniors in 1972.

In addition to the core surveys for HS&B and NLS-72, described in Chapter I, records studies were undertaken, including the collection of the high school transcripts[1] of the sophomore cohort and the collection of postsecondary education transcript[2] and financial aid data for the seniors. Data files for these studies and other HS&B data, such as parent surveys, school surveys, teacher comments, etc., are described below. Users manuals or other forms of documentation are available from NCES for all the data files. These auxiliary data files greatly expand the analytic capabilities of the core data sets, and researchers are encouraged to become familiar with them.

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[1] In addition to the HS&B and NELS:88 high school transcripts available from the NELS program, two other NCES high school transcript data sets are also available, from records studies of graduating seniors in NAEP schools: the 1987 and 1990 High School Transcripts Studies.

[2] In addition to the NLS-72 and HS&B postsecondary transcripts files available within the NELS program, postsecondary transcripts are also available for 1985-86 and 1989-90 college graduates, through the NCES 1987 and 1991 Recent College Graduates Transcript Studies. Transcripts will also be collected for college graduates surveyed in 1994 as part of the NCES Baccalaureate and Beyond study.

HS&B Base Year Files

The **Language File** contains information on each student who, during the base year, reported some non-English language experience either during childhood or at the time of the survey. This file contains 11,303 records (sophomores and seniors combined), with 42 variables for each student.

The **Parent File** contains questionnaire responses from the parents of about 3,600 sophomores and 3,600 seniors who are on the Student File. Each record on the Parent File contains a total of 307 variables. Data on this file include parents' aspirations and plans for their children's postsecondary education. The *NELS:88 Second Follow-Up: Parent Component Data File User's Manual* contains a crosswalk between the items included in the HS&B parent surveys and the NELS:88 base year and second follow-up parent surveys.

The **Twin and Sibling File** contains base year responses from sampled twins and triplets; data on non-sampled twins and triplets of sample members; and data from siblings in the sample. This file (2,718 records) includes all of the variables that are on the HS&B student file, plus two additional variables (family ID and SETTYPE--type of twin or sibling).

The **Sophomore Teacher File** contains responses from 14,103 teachers on 18,291 students from 616 schools. The **Senior Teacher File** contains responses from 13,683 teachers on 17,056 students from 611 schools. At each grade level, teachers had the opportunity to answer questions about HS&B-sampled students who had been in their classes. The typical student in the sample was rated by an average of four different teachers. Preliminary analyses by NCES indicate that the files contain approximately 76,000 teacher observations of sophomores and about 67,000 teacher observations of seniors.

The **Friends File** contains identification numbers of students in the HS&B sample who were named as friends of other HS&B-sampled students. Each record contains the IDs of sampled students and IDs of up to three friends. Linkages among friends can be used to investigate the sociometry of friendship structures, including reciprocity of choices among students in the sample, and to trace friendship networks.

Merged HS&B Base Year, First, Second, Third, and Fourth Follow-Up Files

The **First Follow-Up Sophomore File** contains responses from 29,737 students and includes both base year and first follow-up data. This file includes information on school, family, work experiences, educational and occupational aspirations, personal values, and test scores of sample participants. Students are also classified in terms of high school status as of 1982 (that is, dropout, same school, transfer, or early graduate).

The **First Follow-Up Senior File** contains responses from 11,995 individuals and includes both base year and first follow-up data. This file includes information from respondents concerning their high school and postsecondary experiences and their work experiences.

The **Second Follow-Up Sophomore File** has all base year, first follow-up, and second follow-up data for 14,825 members of the sophomore cohort. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the sophomore cohort, who by this time had been out of high school for two years.

The **Second Follow-Up Senior File** encompasses all base year, first follow-up, and second follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover work experience, postsecondary schooling, earnings, periods of unemployment, and so forth, for the senior cohort, who by this time had been out of high school for four years.

The **Third Follow-Up Sophomore File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for this cohort, who by 1986 had been out of high school for four years.

The **Third Follow-Up Senior File** includes all base year, first follow-up, second follow-up, and third follow-up data for the 11,995 individuals who constitute this follow-up sample. Data cover marriage and family formation, work experience, postsecondary schooling and interest in graduate degree programs, earnings, periods of unemployment, and alcohol consumption for the senior cohort, who by 1986 had been out of high school for six years.

The **Fourth Follow-Up Sophomore File** includes all base year, first, second, third, and fourth follow-up data for the 14,825 members of the sophomore cohort. Data cover marriage and family formation, work experience, postsecondary schooling, earnings, and periods of unemployment for this cohort, who by 1992 had been out of high school for ten years. HS&B fourth follow-up data are scheduled to be released in 1994.

Other HS&B Files

The **High School Transcript File** describes the coursetaking behavior of 15,941 sophomores of 1980 throughout their four years of high school. Data include a six-digit course number for each course taken, along with course credit, course grade, and year taken. Other items of information, such as grade point average, days absent, and standardized test scores, are also contained on the file.

The Offerings File contains school information, course offerings, data for 957 schools. Each course offered by a school is identified by a six-digit course number. Other information, such as credit offered by the school, is also contained on each record.

The **Updated School File** contains base year data (966 completed questionnaires) and first follow-up data (956 completed questionnaires) from the 1,015 participating schools in the HS&B sample. First follow-up data were requested only from those schools that were still in existence in the spring of 1982 and had members of the 1980 sophomore cohort currently enrolled. Each high school is represented by a single record that includes 230 data elements from the base year school questionnaire, if available, along with other information from the sampling files (e.g., stratum codes, case weights).

The **Postsecondary Education Transcript File** for the HS&B seniors contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected for all members of the 1980 senior cohort who reported attending any form of postsecondary schooling in the first or second follow-up surveys. (Over 7,000 individuals reported over 11,000 instances of school attendance.)

The **Postsecondary Education Transcript File** for the HS&B sophomores includes transcript data for over 6,000 members of the 1980 sophomore cohort who reported in the follow-up survey that they had attended a postsecondary institution. The data file created for this study includes detailed information about program enrollments, periods of study, fields of study pursued, specific courses taken, and credits earned. An updated transcript file is being prepared as part of the 1992 HS&B fourth follow-up.

The **Senior Financial Aid File** contains financial aid records from postsecondary institutions respondents reported attending and federal records of the Guaranteed Student Loan Program and of the Pell Grant program.

The **Sophomore Financial Aid File** includes data on postsecondary financial aid experiences for 1980 sophomores who attended a postsecondary institution. Financial aid data were collected from federal records of the Guaranteed Student Loan and Pell Grant programs, and GSL disbursement data from guarantee agencies participating in the Guaranteed Student Loan program.

The **HS&B HEGIS and PSVD File** contains the postsecondary school codes for schools HS&B respondents reported attending in the first and second follow-ups. In addition, the file provides data on institutional characteristics, such as type of institution, highest degree offered, enrollment, admissions requirements, tuition, and so forth. This file permits analysts to link HS&B questionnaire data with institutional data for postsecondary schools attended by respondents.

NLS-72 Files

The **NLS-72 Base Year Through Fourth Follow-Up (1979) File** contains data from the base year through fourth follow-up for over 23,000 respondents. Data include school experiences and test results during the base year and subsequent activities related to work, postsecondary schooling, military service, family formation, and goals and aspirations.

The **NLS-72 Fifth Follow-Up File** consists of the results of the fifth follow-up survey, carried out in 1986, when sample members were about thirty-two years old. Data include work experience going back to 1979, postsecondary schooling, extensive family formation history, periods of unemployment, goals and aspirations, and selected attitudes. Records in this file can be linked through student ID to those in the NLS-72 Base Year Through Fourth Follow-Up (1979).

The **NLS-72 Teacher Supplement File** contains the responses of the portion of the fifth follow-up NLS-72 sample who had obtained teacher certification and/or had teaching experience. Data include certification history, subjects taught, years of experience, attitudes toward teaching as a career, and subsequent work experiences of those who had left teaching. These data can be linked through the respondent ID to the NLS-72 Fifth Follow-Up File and to the NLS-72 Base Year Through Fourth Follow-Up File.

The **Postsecondary Education Transcript Study of the NLS-72 Sample** contains transcript data on dates of attendance, fields of study, degrees earned, and the titles, grades, and credits of every course attempted at each school attended, coded into hierarchical files with the student as the highest level of aggregation. Although no survey forms were used, detailed procedures were developed for extracting and processing information from the postsecondary school transcripts that were collected in 1984 for all members of the NLS-72 cohort who reported attending any form of postsecondary schooling in any of the first through fourth follow-up surveys. (Over 14,000 individuals reported over 24,000 instances of school attendance.)

Appendix B

National Center for Education Statistics,

Longitudinal and Household Studies Branch

NELS:88 Publications

NCES NELS:88 Publications

ANALYSIS REPORTS.

Hafner, A., Ingels, S.J., Schneider, B., and Stevenson, D.L. ***A Profile of the American Eighth Grader***, June 1990; NCES 90-458.

Hoachlander, E.G. ***A Profile of Schools Attended by Eighth Graders in 1988***, September 1991; NCES 91-129.

Bradby, D. ***Language Characteristics and Academic Achievement: A Look at Asian and Hispanic Eighth Graders in NELS:88***, February 1992; NCES 92-479.

Horn, L., and Hafner, A. ***A Profile of American Eighth-Grade Mathematics and Science Instruction***, June 1992; NCES 92-486.

Horn, L., and West, J. ***A Profile of Parents of Eighth Graders***, July 1992; NCES 92-488.

Kaufman, P., and Bradby, D. ***Characteristics of At-Risk Students in NELS:88,*** August 1992; NCES 92-042.

McMillen, M. ***Eighth to Tenth Grade Dropouts,*** 1992; NCES 92-006.

Owings, J., and Peng, S. ***Transitions Experienced by 1988 Eighth Graders,*** 1992. NCES 92-023.

Green, P. ***High School Seniors Look to the Future, 1972 and 1992,*** 1993; NCES 93-473.

McMillen, M., Hausken, E., Kaufman, P., Ingels, S., Dowd, K., Frankel, M. and Qian, J. ***Dropping Out of School: 1982 and 1992,*** Issue Brief Series, 1993; NCES 93-901.

Rasinski, K.A., Ingels, S.J., Rock, D.A., Pollack, J. ***America's High School Sophomores: A Ten Year Comparison, 1980 - 1990,*** 1993; NCES 93-087.

Ingels, S.J., Plank, S.B., Schneider, B., and Scott, L.A. ***A Profile of the American High School Sophomore in 1990,*** NCES, forthcoming, 1994.

Myers, D., and Heiser, N. ***Students' School Transition Patterns between Eighth and Tenth Grades Based on NELS:88,*** forthcoming 1994; NCES 94-137.

Rock, D.A., Owings, J.A., and Lee, R. ***Changes in Math Proficiency Between 8th and 10th Grades.*** Statistics in Brief series, 1994, NCES 93-455.

Scott, L.A., Rock, D.A., Pollack, J.M., and Ingels, S.J. ***Two Years Later: Cognitive Gains and School Transitions of NELS:88 Eighth Graders***, NCES, forthcoming, 1994.

RELEASED E.D. TABULATIONS.

Rasinski, K.A., and West, J. ***NELS:88: Eighth Graders' Reports of Courses Taken During the 1988 Academic Year by Selected Student Characteristics***, July 1990; NCES 90-459.

Rock, D.A., Pollack, J.M., and Hafner, A. ***The Tested Achievement of the National Education Longitudinal Study of 1988 Eighth-Grade Class***, April 1991; NCES 91-460.

USER'S MANUALS/TECHNICAL REPORTS/METHODOLOGY MONOGRAPHS.

Ingels, S.J., Abraham, S., Rasinski, K.A., Karr, R., Spencer, B.D., and Frankel, M.R. ***NELS:88 Base Year Data File User's Manuals***:

STUDENT COMPONENT:	March 1990; NCES 90-464
PARENT COMPONENT:	March 1990; NCES 90-466
SCHOOL COMPONENT:	March 1990; NCES 90-482
TEACHER COMPONENT:	March 1990; NCES 90-484

Ingels, S.J., Rasinski, K.A., Frankel, M.R., Spencer, B.D., and Buckley, P. ***NELS:88 Base Year Final Technical Report***, 1990; Chicago: NORC.

Spencer, B.D., Frankel, M.R., Ingels, S.J., Rasinski, K.A., and Tourangeau, R. ***NELS:88 Base Year Sample Design Report***, August 1990; NCES 90-463.

Rock, D.A., and Pollack, J.M. ***Psychometric Report for the NELS:88 Base Year Test Battery***, April 1991; NCES 91-468.

Kaufman, P., Rasinski, K.A., Lee, R., and West, J. ***Quality of Responses of Eighth-Grade Students to the NELS:88 Base Year Questionnaire***, September 1991; NCES 91-487.

Ingels, S.J., Scott, L.A., Lindmark, J.T., Frankel, M.R., and Myers, S.L. ***NELS:88 First Follow-Up Data File User's Manuals***:

STUDENT COMPONENT:	April 1992; NCES 92-030
SCHOOL COMPONENT:	May 1992; NCES 92-084
DROPOUT COMPONENT:	November 1992; NCES 92-083
TEACHER COMPONENT:	November 1992; NCES 92-085

Pieper, D., and Scott, L.A. ***User's Guide to the NELS:88 Base Year/First Follow-Up Electronic Codebook,*** March 1993; Chicago: NORC.

Ingels, S.J., Scott, L.A., Rock, D.A., Pollack, J.M., Rasinski, K.A. ***NELS:88 First Follow-Up Final Technical Report,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Dowd, K.L., Baldridge, J.D., Stipe, J.L., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Student Component Data File User's Manual,*** 1994; NCES 93-374.

Ingels, S.J., Dowd, K.L., Stipe, J.L., Baldridge, J.D., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Dropout Component Data File User's Manual,*** 1994; NCES 93-375.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Parent Component Data File User's Manual,*** 1994; NCES 94-378.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Teacher Component Data File User's Manual,*** 1994; NCES 94-379.

Ingels, S.J., Thalji, L., Pulliam, P., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: School Component Data File User's Manual,*** 1994; NCES 94-376.

Ingels, S.J., Dowd, K.L., Taylor, J.R., Bartot, V.H., Frankel, M.R. ***NELS:88 Second Follow-Up: Transcript Component Data File User's Manual,*** 1994; NCES 94-377.

Ingels, S.J., and Dowd, K.L. ***Conducting Trend Analyses: HS&B and NELS:88 Sophomore Cohort Dropouts,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., and Baldridge, J.B. ***Conducting Trend Analyses: NLS-72, HS&B, and NELS:88 Seniors,*** forthcoming 1994; Washington, D.C.: NCES.

Ingels, S.J., Taylor, J.R. ***Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data,*** forthcoming 1994; Washington, D.C.: NCES.

UPCOMING NELS:88 REPORTS AND TECHNICAL DOCUMENTATION.

NELS:88 Second Follow-Up Psychometric Report
NELS:88 Second Follow-Up Final Technical Report
NELS:88 Second Follow-Up Sample Design Report
A Profile of the American High School Senior in 1992
America's High School Seniors: A Twenty Year Comparison, 1972-1992
NELS:88 Second Follow-Up School Effectiveness Study Data File User's Manual

Appendix C

Content Areas and Corresponding Questions in the NELS:88 Second Follow-Up

Content areas and corresponding questions in NELS:88 second follow-up

CONTENT CATEGORY: 1. EQUITY/ACCESS/CHOICE

	Student	Dropout	School
School programs	12B Access into current high school program 13-14 Special programs, Talent Search and Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice	23 Enrolled in educational institution since left school 25-30 Alternative programs 31-32 Plans to get high school diploma or GED	7 Typical academic load for seniors, how many in which instructional programs 8 Availability of vocational education programs 10 Where do students take vocational classes 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes
Armed Forces	48 Plans to join Armed Forces, which branch, why	56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military
Transition from school to college/ work	50 Why not continue education right away 53-54 Who/what services at school helped in job search 64-65 Career expectations 91 Hourly pay rate	40 Job expectations 44-47 Jobs held since high school 48-50 Training programs participated in	9, 19 What vocational services does school offer, what percentage of students use those services 15 What school-work transition programs does school offer 16-17 Does school have vocational programs, how do students get into those programs 20 Does school have a relationship with the local business community
Applying for colleges	44 Plans for taking college admissions, placement tests 45 Preparations for ACT/SAT 57 Help from school in applying for colleges 58 Steps taken to learn about applying for financial aid 59-61 Choosing a school 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and part time teachers does school have 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily
Family, home, friends, community	67 Thoughts on own future 72 Ages will assume roles and activities 78 Who helps to take care of child 106 Attends religious services	58 Thoughts on life chances 62 Ages will assume roles and activities 68 Who helps to take care of child 88 Attends religious services	18 Which community, training, motivation programs are available

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	Student	Dropout	School
Language use	109 How well student understands, speaks, reads, and writes English 110 Since Fall 1989, has student received help in reading, writing, or speaking English; what type of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	90-91 How well student understands, speaks, reads and writes English 92 Receive help in reading, writing, or speaking English when in school; what type of help 93 Would have stayed in school if knowledge of English was better 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors are No English Proficient (NEP) or Limited-English Proficient (LEP) 48 What grades are offered English language programs

CONTENT CATEGORY: 2. COGNITIVE GROWTH

	Student	Dropout	School
School climate (student and dropout)	6A Grade currently in 7 School climate and teacher interaction 8 Safety in school 24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school	9-14 Event history series on dropping out of school 18 Last school's climate	1-2 Total student and 12th grade enrollments in school 56-57 School climate 58 Which factors influence students to drop out of your school 59 Principal's influence 60 School's relationship with different groups 62 Which factors influence how the principal is evaluated by superiors
School climate (student only)	26 Who tutored student (besides parents) 29 Have been recognized by school or community 31 Time spent on school sponsored extracurricular activities per week 32 Time spent on non school related reading per week 33 Frequency of participation in non school related activities		11 Students receive tutoring by teachers or peers 18 Programs available to students 51 School promotes civic education 54 Parental involvement with students at school
Attendance and absences	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	12 Description of current high school program 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 29 Services received from alternative program	4 School type 5 How many days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 42-47 Competency tests 49 How many seniors are in advanced placement classes

	Student	Dropout	School
Applying for college	42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 44-45 Plans for taking college admissions and placement tests, preparations for the SAT/ACT 47 Have enough skills now for career in five years 65 Education needed to get job planned to have when 30 years old	37 Parental aspirations for respondent's education 38 Respondent's educational expectations 40B Have enough skills now for career in five years 40C Education needed to get job planned to have when 30 years old	14 How many colleges send representatives to meet students 27 What percentage of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate and teacher interaction		29 How many full-time and how many part-time teachers does school have 30-36 How is school broken down into subject areas/departments, how are heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Peers, teen's activities	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse	56 School characteristics 57 Student behavioral problems at school
Family, home	93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes 55 What percentage of 12th graders' parents have met with staff 61 How often are parents notified about student's progress/behavior

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	Student	**Dropout**	**School**
Language use	107-108 Is English native language, usage of native language 109 How well student understands, speaks, reads, and writes English 110 Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, what type, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	48 What grades are offered English language programs

CONTENT CATEGORY: 3. TRACKING DYNAMICS

	Student	**Dropout**	**School**
School climate	24 How often comes to class unprepared 25 How much time spent on homework in various subjects each week, in and out of school 66 Self-esteem	19 Frequency of cutting class and other disciplinary problems in last school 57 Self-esteem	58 Which factors influence students to drop out of your school 60 School's relationship with different groups
School programs	12 Description of current school program, access into program	20 Description of last high school program	7 How many seniors are in which instructional programs 49 How many seniors are in advanced placement classes
Transition from school to college/ work	41 What do people think is most important for student to do right after high school		16-17 Does school have vocational programs, how do students get into those programs 18 Which community, training, motivation programs are available to 12th graders 20 Does school have a relationship with the local business community
Applying for colleges	44 Plans for taking college admissions and placement tests 58 Steps taken to learn about applying for financial aid for college 61 What type of school will most likely go on to		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Language use	107-108 Is English native language, usage of native language 110 Received help in English, perceived value of help	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92 Received help in English, perceived value of help 93 Would respondent have stayed in school if had better knowledge of English	24 What percentage of seniors is NEP or LEP

CONTENT CATEGORY: 4. DROPPING OUT

	Student	Dropout	School
Dropping out		6-8 When did respondent last attend school, what grade, did respondent pass that grade 9-16 Event history series on dropping out of school 17 Was leaving school a good decision, why 21 School's response to respondent dropping out 22 Parents' response to respondent dropping out 24 What has happened in last 2 years (i.e. counseling, drug rehab., alternative school, held back in school) 25-30 Alternative programs 31 Plans to get a high school diploma or GED	26 What percent of 12th graders drop out before graduation 58 Which factors influence students to drop out of your school
School climate	7 School climate 8 Safety in school 17 Student engagement in science class 21 Student engagement in math class 24-25 Preparation for class, completion of homework 29 Have been recognized by school or community for activities 30 Participation in school sponsored extracurricular activities	18 Last school's climate	51 School promotes civic education 55 What percentage of 12th graders' parents have met with staff 56-57 School climate 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior
Time in and out of school	9 Frequency of cutting class and other disciplinary problems 10 Reasons for absences 11 When/duration of last unexcused absence	19 Frequency of cutting class and other disciplinary problems in last school	21 What is average daily attendance rate for 12th grade students
School program	13 Participation in special programs 27-28 Have taken a minimum competency or proficiency test, results	20 Description of last high school program	25 What percentage of student body receives special learning/access services 42-47 Competency tests
Applying for colleges/ work	41 What do people think is most important for student to do right after high school 42 Parental, friend, teacher aspirations for student's education 43 Student's educational expectations 86-91 Jobs held during school year 92 Spending of earnings	31 Plans to get a high school diploma or GED 37 Parental aspirations for respondent's education 38 Respondent's educational expectations 39 People talked to respondent about continuing education 40-43 Job expectations, recent job search 44-46 Jobs held since high school 47 Where respondent spent earnings 48-50 Participated in training programs	14 How many colleges send representatives to meet students 27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships
Teaching staff characteristics	7 School climate/ teacher interaction		29 How many full-time and how many part-time teachers does your school have

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	Student	Dropout	School
Family/ home life/ friends	34-35 Time spent playing computer video games and watching television 40 Importance of several life goals/ideals 66 Self-esteem 68 Importance of peer group activities 70-71 Student, friends belong to a gang 72 Ages will assume roles and activities 73 Marital status 74 Importance of wedlock for sexual relationships 80-85 Substance abuse 78 Who helps to take care of child 93-95 Caring for younger children 96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 101 Run away from home 102-103 How many times moved, changed schools 105-106 Attends/practices religion	36 Importance of several life goals/ideals 57 Self-esteem 58 Thoughts on life chances 59 Activities of respondent's friends 60 Importance of peer group activities 61 Respondent, friends belong to a gang 63 Did spouse leave high school before graduating 64 Importance of wedlock for sexual relationships 65 Would respondent consider having a child if not married 66-67 Does respondent have children, birthdates 68 Who helps to take care of child 69 Describe relationship with child's other parent 70-75 Substance abuse 76 Who lives in same household with respondent 77-79 Caring for younger children 80 Family related events 81 Who makes decisions in family 83 Run away from home 85-86 How many times moved, changed schools 88-89 Attends/practices religion	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes 54 Parent involvement with students at school
Language use	110A Received help in English, what type, perceived value of help 111-113 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	89-90 Is English native language, usage of native language 91 How well student understands, speaks, reads, and writes English 92A Received help in English 94 Have English skills made it difficult to engage in school work/activities, jobs, applying for college, college work	24 What percentage of seniors is NEP or LEP

CONTENT CATEGORY: 5. TRANSITION PATTERNS

	Student	Dropout	School
School programs	14 Participation in Upward Bound program	15 Name and location of last school attended	6 Typical academic load for seniors
Transition from school to college/ work	50 Why not continue with school right away 51-52 Have a job lined up for full-time work after leaving high school 53-54 Who/what services at school helped in job search 55 Expected hourly wage in first job after high school	31-34 Plans to get a high school diploma or GED 44-46 Details on jobs held since high school 48-50 Participated in training programs	15 School services for students' transition to employment 19 Students' utitilization of school employment services 20 School's relationship with business community 27 Postsecondary choices made by 1990-1991 graduates
Applying for college	58 Steps taken to learn about applying for financial aid 45 Preparations for the SAT/ACT 49, 61 Plans to go straight on to school, type of school 57 Help from school in applying for colleges 59 Importance of different factors in choosing a school 46 Work/study plans for this summer 62-63 Study fields desired/most likely to pursue		12 How often does staff help seniors with college application matters 13 What percentage of seniors attend informative programs about college through school 14 Number of college reps that visit school

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	Student	Dropout	School
Armed Forces		51A, 52B Served in any branch of the Armed Forces, currently on active duty 56 Why joined Armed Forces	28 What percentage of 1990-91 class went into military

CONTENT CATEGORY: 6. SCHOOL EFFECTIVENESS

	Student	Dropout	School
School climate	7 School climate, teacher interaction 8 Safety in school	18 Last school's climate	1-2 School/12th grade enrollment 3 School grade span 21 What is average daily attendance rate for 12th grade students 52 Influences on decisions at school 55 What percentage of 12th graders' parents have met with staff 56-57 School climate 58 Factors influencing dropping out 59 Principal's influence 60 School's relationship with different groups 61 How often are parents notified about student's progress/behavior 62 Which factors influence how the principal is evaluated by superiors
Dropping out		21 Plans to get a high school diploma or GED 24 What has happened in last 2 years (i.e. drug rehab., alternative school, held back in school)	18 Extracurricular services available to students through school 26 What percent of 12th graders drop out before graduation
School programs	14 Upward Bound 15-18 Science teacher/class 19-22 Math teacher/class 23B Vocational teacher practice 26 Who tutored student (besides parents) 27-28 Have taken a minimum competency or proficiency test, results	25-30 Alternative programs	4 School type 5 Days in school year for seniors 6-7 Typical academic load for seniors, how many in which instructional programs 11 What percentage of seniors received personal/tutorial help 25 What percentage of student body receives special learning/access services 49 How many seniors are in advanced placement classes 53 Changes in school policy, curriculum
Transition from school to college/ work	41 What do people think is most important for student to do right after high school 43 Student's educational expectations 47 Have enough skills now for career in five years 53-54 Who/what services at school helped in job search	38 Respondent's educational expectations	15 What school-work transition programs does school offer 17 How do students get into vocational programs 20 Does school have a relationship with the local business community
Applying for colleges	57 Help from school in applying for colleges		27 What percent of 1990-91 class went on to which options, incl. college, vocational school, apprenticeships

	Student	Dropout	School
Teaching staff characteristics	7 School climate/teacher interaction		29 How many full-time and how many part-time teachers does your school have 30-36 How is school broken down into subject areas/departments, how are heads chosen/compensated, what subjects have formal departments 37 What are lowest and highest salaries of teachers 38 How many minutes of preparation time are teachers allowed daily 39-41 Teacher evaluations and rewards
Family, home, friends	68 Importance of peer group activities	59 Activities of respondent's friends 60 Importance of peer group activities	22 Percentages of 12th graders in different ethnic groups 23 Percentage of 12th graders from one-parent homes
Language use			24 What percentage of seniors is NEP or LEP 48 What grades are offered English language programs

CONTENT CATEGORY: 7. PARENTAL INVOLVEMENT

	Student	Dropout	School
School, education	12B Access into current high school program 42 Parental, friend, teacher aspirations for student's education	22 Parent's response to respondent dropping out 37 Parental aspirations for respondent	55 What percentage of 12th graders' parents have met with staff 58 Which factors influence students to drop out of your school 61 How often are parents notified about student's progress/behavior
Family, home	96 Family related events 97 Do parents know student's friends' parents 98 Who makes decisions in family 99 How often discusses school, college, jobs, problems with parents 100 Student's perception of relationship with parents 104 How old when left alone	76 Who lives in same household with respondent 80 Family related events 81 Who makes decisions in family 82 Respondent's perception of relationship with parents	23 Percentage of 12th graders from one-parent homes

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Appendix D

Guidelines for Using SAS with NELS:88 Second Follow-Up School Data

Guidelines for Using SAS with NELS:88 Second Follow-Up School Data

The files provided on the public release tape include SAS cards and SAS system files for the NELS:88 second follow-up school data file. The SAS system file for the school survey includes:

1) Questionnaire data
2) Composites

Users who plan to analyze NELS:88 data on personal computers can seek counsel in the Guide to the NELS:88 ECB/CD-ROM. The sections that follow pertain primarily to mainframe applications.

The following are situations which may be encountered when using large data files with SAS and suggestions for handling them.

1. Use the '(KEEP=...)' and '(DROP=...)' options in the 'SET' statement and/or in the 'DATA' statement when creating working data files so that unwanted variables are not included in the files. The '(KEEP=...)' option does not reorder the variables in the new data set.

   The files are large and the SAS cards associated with all of the variables within a file require a great deal of memory. Eliminating unwanted variables and the cards associated with them will reduce the amount of memory necessary to run jobs.

2. Some of the label statements given in the SAS card files may need to be eliminated because of SAS system limitations present at many computer installations.

3. The large number of VALUE statements in the PROC FORMAT section requires that a special DD statement be placed just after the // EXEC SAS statement to increase the capacity of the format library during a SAS run:

   ```
   //LIBRARY DD SPACE=(TRK,(25,25,60))
   ```

   Since this may not be possible at some computer installations, it may be necessary to delete some VALUE statements.

4. When working with large files, it may be necessary to override the default work space with the following DD statement:

   ```
   //WORK DD UNIT=SYSCR,SPACE=(CYL,(40,40))
   ```

   Place the //WORK DD statement just after the // EXEC SAS statement (or after the //LIBRARY DD statement, if that is included as well).

5. The formats given in the PROC FORMAT step here are not permanently associated with each variable. Whenever they are needed for a procedure, it is necessary to include them in this PROC FORMAT step before the procedure(s) that will use them.

   Suppose you were interested in how the availability of programs for dropouts varies by type of Grade 12 school. In this example PROC FORMAT is used first to make a temporary library of formats (sets of value labels). Then PROC FREQ is used to access the second follow-up school SAS system file and to create a two-way crosstab. The FORMAT statement in PROC FREQ links each variable in the crosstab to the appropriate set of value labels stored in the temporary format library.

```
// EXEC SAS
//LIBRARY DD SPACE=(TRK,(25,25,60))
//WORK DD UNIT=SYSCR,SPACE=(TRK,(1000,1000))
//IN1 DD DSN=ACT.PUBL.F2SC.SASLIB,DISP=SHR
//SYSIN DD *

OPTIONS DQUOTE;

PROC FORMAT;
VALUE CC52V

        01 = "PUBLIC"
        02 = "CATHOLIC"
        03 = "PRIV/OTH RELIG"
        04 = "PRIV/NON-RELIG"
        05 = "PRIV/NOT ASCRTND"
        06 = "NOT ENROLLED"
        96 = "MULT RESPONSE"
        97 = "REFUSAL"
        98 = "MISSING"
;
VALUE CC14V

        1 = "YES"
        2 = "NO"
        6 = "MULTIPLE RESPNSE"
        7 = "REFUSEDAL"
        8 = "MISSING"
        9 = "LEGITIMATE SKIP"
;

PROC FREQ DATA=IN1.F2SCHOOL;
FORMAT
G12CTRL1    CC52V.
F2C18C      CC14V.
;

TABLES G12CTRL1 * F2C18C;
TITLE "SCHOOL TYPE BY DROPOUT PROGRAM AVAILABILITY";
```

At the end of each SAS card file, there is a frequency procedure which contains FORMAT statements for every variable for which there is a format. These FORMAT statements can be used in any SAS procedure. However, if there are a large number of format links, they must be divided into several format statements to work. (Using about 90 format links in the format statement proved successful on the University of Chicago mainframe).

6. Whenever variables are needed from several files (i.e., second follow-up school and student), the files may be merged by STU_ID using SAS MERGE statements. A simple one line MERGE statement will put variables from separate files together in a single record for analysis. Users are reminded to first sort the files by the variables selected for merging; that is, sort both files by STU_ID.

7. For very large files, the user may encounter problems when sorting. Various options may be added to the //EXEC SAS card to circumvent these problems. A suggested example is given below (consult the SAS manual for descriptions of these options):

```
// EXEC SAS,OPTIONS='NODYNALLOC',REGION=1280K,SORT=30
```

8. It is suggested that the user include the LENGTH statement when creating new variables, in order to save space and computer memory.

9. For many tabulations, PROC TABULATE produces the most readable output. The SAS user may use the format statements (provided) for classification variables to produce the row values of tabulate tables.

10. Output from SAS can be downloaded to personal computers for production of final reports. NCES has available a program for taking into account the sample design when computing standard errors. The program, known as CTAB, is a Taylor series based routine that uses an ASCII file to compute standard errors for crossclassifications. The program also produces labeled tabular output suitable for use in publications. CTAB is available for use on microcomputers, and can be obtained through NCES.

11. Use the NCES- and NORC-defined composite and classification variables whenever possible to simplify programming. These classification variables were carefully constructed and, for some of them, sources of data from outside the school questionnaire were merged into the school data to construct the variables.

12. SAS and SPSS-X system files can now be converted at many computer installations. Contact your own facility to obtain the information necessary to create an SPSS-X file from SAS and vice versa.

13. There is a peculiarity with version 6.06 of SAS. The symbol "%" will not be printed if it appears as the first character in the first variable label on a printed page.

Appendix E

NELS:88 Base Year School Questionnaire

Form Approved
O.M.B. No. 1850-0593
App. Exp.: 1/89

NELS 88

STUDENTS PARENTS SCHOOLS TEACHERS

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SCHOOL QUESTIONNAIRE
NELS: 88
BASE YEAR

Prepared for:

U.S. Department of Education
Center for Education Statistics

Prepared by:

WESTAT
An Employee-Owned Research Corporation
Rockville, Maryland

and

NORC
A Social Science Research Center
University of Chicago

As a matter of policy, the Center for Education Statistics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) allows us to ask you the questions in this questionnaire.
2. You may skip any questions you do not wish to answer.
3. We are asking you these questions in order to gather information about what happens to students as they move into high school and make decisions about postsecondary education and work.
4. Your responses will be merged with those of other respondents, and the answers you give will never be identified as yours.

INTRODUCTION

This questionnaire is directed to the school principal. It is divided into seven sections. The first six sections request mainly factual information about this school and its programs. These sections can be answered either by the principal or by a designee who is able to provide the requested information. The final section requests judgmental evaluations about the school climate, and we ask that this section be completed by the principal personally.

Some factual questions may request information that is not readily available from school records (e.g., the racial/ethnic composition of the eighth grade student body). Informed estimates are acceptable for such questions. Your estimates will be better than ours. Please answer directly on the questionnaire by circling the appropriate number or by writing your response in the space provided.

We realize that you are very busy; however, we ask that you complete the questionnaire and return it to your school's Study Coordinator within the next two weeks (or sooner, if asked by the coordinator). To protect the confidentiality of your responses, we suggest that you return the completed questionnaire to its original envelope and then seal the envelope before turning it in.

Thank you very much for your help.

NOTE: Reference is made to Language-Minority (LM) and Limited-English-Proficient (LEP) students as well as English-as-a-Second Language (ESL) programs throughout the questionnaire. For this study, the following definitions apply:

Language-Minority (LM) Students: A student in whose home a non-English language typically is spoken. Such students may include those whose English is fluent enough to benefit from instruction in academic subjects offered in English as well as students whose English proficiency is limited.

Limited-English-Proficient (LEP) Students: A student whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction in English.

English-as-a-Second Language (ESL) Program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to students.

SCHOOL CHARACTERISTICS

1. Circle all grade levels included in your school.

PK K 01 02 03 04 05 06 07 08 09 10 11 12 13+

2. As of October 1, 1987 (or the nearest date for which data are available), what was the total student enrollment in your school?

|_|_|_|_| Number

3. As of October 1, 1987 (or the nearest date for which data are available), what was the total eighth grade student enrollment in your school?

|_|_|_|_| Number

4. Which category best describes your school?

(CIRCLE ONE)

Public School	1
Private, Catholic:	
Diocesan	2
Parish	3
Religious Order	4
Private, Other Religious Affiliation	5
Private, No Religious Affiliation	6

5. What is the major program orientation for eighth grade students in your school?

(CIRCLE ONE)

General (comprehensive)	1	**(SKIP TO Q.6)**
Specialized	2	**(GO TO A BELOW)**

(CIRCLE ONE)

A.	Science/technology	1
	Arts	2
	Vocational	3
	Handicapped	4
	Gifted	5
	Foreign Language or Other Humanities	6
	Other (please specify) ________________________	7

6. How many days are there in the school year for eighth grade students in your school?

|_|_|_| Number of school days

7. How many class periods are there in the school day for eighth grade students in your school?

|_|_| Number of class periods

8. How many minutes long are class periods for eighth grade students in your school?

|_|_|_| Number of minutes

9. How long is the school day for eighth grade students in your school?

Hours |_|_| plus minutes |_|_|

10. Please provide the names and addresses of the high schools that eighth grade students in your school would commonly attend for the tenth grade.

	Name	Address
A.	__________________	____________________________________ ____________________________________
B.	__________________	____________________________________ ____________________________________
C.	__________________	____________________________________ ____________________________________
D.	__________________	____________________________________ ____________________________________

STUDENT CHARACTERISTICS

11. What is the average daily attendance rate for eighth grade students in your school? (Include both excused absences and unexcused absences in figuring this rate.)

|_|_|_| %

12. On the average, what percentage of eighth grade students enrolled at the beginning of the school year are still enrolled at the end of the school year? (Exclude those students who transferred into the school after the beginning of the school year in figuring this rate.)

|_|_|_| %

13. What percentages of your current eighth grade students are members of the following groups? (Enter zero if none. Percents should sum to 100.)

a. American Indian or Alaskan Native .... |_|_|_| %
b. Asian or Pacific Islander .... |_|_|_| %
c. Hispanic .... |_|_|_| %
d. Black, not of Hispanic origin .... |_|_|_| %
e. White, not of Hispanic origin .... |_|_|_| %

14. What percent of your eighth grade students would you estimate live in a single parent family?

	(CIRCLE ONE)
None	01
1%-25%	02
26%-50%	03
51%-75%	04
76%-99%	05
All	06
Cannot estimate	07

15. What percent of the eighth grade students are limited English proficient (LEP)?
Circle the Percentage Range That Represents Your Best Estimate

	(CIRCLE ONE)
10% or less	01
11-20%	02
21-30%	03
31-40%	04
41-50%	05
51-60%	06
61-70%	07
71-80%	08
81% or more	09

16. How many students in your school receive the following special services? (If service is not provided, enter zero.)

a. Free and reduced-price school lunch program .... |_|_|_|_|
b. Remedial reading .... |_|_|_|_|
c. Remedial math .... |_|_|_|_|
d. Bilingual education .... |_|_|_|_|
e. English as a Second Language training (not Bilingual Education) .... |_|_|_|_|
f. Special education .... |_|_|_|_|
g. Gifted and talented education .... |_|_|_|_|
h. Job training .... |_|_|_|_|

TEACHING STAFF CHARACTERISTICS

17. How many full-time regular teachers work in your school?

|_|_|_| Number

18. What is the major way that your school is organized for eighth grade student instruction?

(CIRCLE ONE)

Self-contained class - the same students are taught by one or more teachers for all or part of the day 1

Departmentalized - students are taught by different teachers for each subject 2

Semi-departmentalized - students are taught by different teachers for some of their subjects 3

19. What is the base salary for a beginning teacher with a bachelor's degree (or minimum required degree) in your school district?

$|_|_|,|_|_|_|.00
Dollar amount

20. How many of your full-time regular teaching staff are members of the following groups? (Enter zero if none.)

a. American Indian or Alaskan Native .... |_|_|_|
b. Asian or Pacific Islander .... |_|_|_|
c. Hispanic .... |_|_|_|
d. Black, not of Hispanic origin .... |_|_|_|
e. White, not of Hispanic origin .... |_|_|_|

21. How many members of your full-time regular teaching staff have a degree beyond the bachelor's degree?

|_|_|_| Number

22. How many teachers are assigned to teach English language/language assistance classes for eighth grade (for example, LEP classes or ESL classes)? Include part-time teachers.

|_|_|_| Number of teachers

23. Is the regular teaching staff in your school covered by a collective bargaining procedure(s)?

(CIRCLE ONE)

Yes	1
No	2
Regulations prohibit such procedures	3

SCHOOL POLICIES and PRACTICES

24. Which of the following describe the practices for assignment of students to your school?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	All pupils in a particular geographic area (or district) attend this school	1	2
b.	Pupils in a particular geographic area (or district) are generally assigned to this school but transfers are frequently allowed	1	2
c.	Pupils are assigned from particular areas to achieve desired racial or ethnic composition in the school	1	2
d.	Pupils are assigned to this school based on an entrance test or other achievement criteria	1	2
e.	Other (please specify) ________________	1	2
f.	Private school, does not apply	1	2

25. Does your school have formal admission/application procedures?

(CIRCLE ONE)

Yes	1	
No	2	**(SKIP TO Q.29)**

26. How many students applied for admission to your school for the current school year?

|_|_|_|_|
Number

27. How many applicants were accepted for admission to your school for the current school year?

|_|_|_|_|
Number

28. How often is consideration given to the following items regarding your school's admission practices?

(CIRCLE ONE ON EACH LINE)

	Always	Usually	Sometimes	Seldom	Never
a. Level of performance on standardized achievement or aptitude test	1	2	3	4	5
b. Level of performance on written admission test	1	2	3	4	5
c. Personal interview with parent/guardian	1	2	3	4	5
d. Personal interview with student	1	2	3	4	5
e. Recommendation of a former principal	1	2	3	4	5
f. Recommendation of a former teacher	1	2	3	4	5
g. Recommendation from a non-family friend (e.g., pastor, rabbi)	1	2	3	4	5
h. Strong academic record	1	2	3	4	5

29. Does your school have a policy requiring students to maintain a minimum grade point average in order to participate in school activities such as sports?

(CIRCLE ONE)

Yes	1
No	2

30. Is this a public school?

(CIRCLE ONE)

Yes	1 **(SKIP TO Q35)**
No	2

31. What is the maximum yearly tuition to attend your school?

$|__|__|,|__|__|__|.00 - Amount

32. What percentage of your students pay the maximum yearly tuition?

(CIRCLE ONE)

0%-25%	1
26%-50%	2
51%-75%	3
76%-100%	4

33. For what percentage of the students in your school are you currently providing financial aid?

|_|_|_|%

Not applicable: No provisions for financial aid (check here)	|_|

34. In regard to your school's admissions practices, how often is consideration given to the student's (family's) ability to pay your school's tuition?

	(CIRCLE ONE)
Always considered	1
Usually considered	2
Sometimes considered	3
Seldom considered	4
Never considered	5

GRADING AND/OR TESTING STRUCTURE

35. Are standardized tests used to assign eighth graders to high school courses/programs?

	(CIRCLE ONE)
Yes	1
No	2

36. For each item listed below, indicate the level of influence each has in the assignment and/or selection of high school courses/programs for eighth grade students in your school.

(CIRCLE ONE ON EACH LINE)

	A Lot	Moderate	A Little	None
a. Counselors	1	2	3	4
b. Teachers	1	2	3	4
c. Parents	1	2	3	4
d. Test Scores	1	2	3	4

37. How often are standardized test results provided to families of students?

Always	Usually	Sometimes	Seldom	Never
1	2	3	4	5

38. Are eighth grade students retained in their current grade for any of the following reasons?

(CIRCLE ONE ON EACH LINE)

		YES	NO
a.	Failed competency test for reading	1	2
b.	Failed competency test for mathematics	1	2
c.	Failed competency test for science	1	2
d.	Failed competency test for history	1	2
e.	Failed competency test for general social studies	1	2
f.	Failed competency test for English/language arts	1	2
g.	Failed any required course	1	2

SCHOOL PROGRAMS

39. How much instruction is required for eighth grade students in each of the following subjects?

(CIRCLE ONE ON EACH LINE)

		No Specific Amount	Full Year	One-Half Year	Less Than One-Half Year
a.	English/Reading	1	2	3	4
b.	Mathematics	1	2	3	4
c.	Science	1	2	3	4
d.	History	1	2	3	4
e.	General Social Studies	1	2	3	4
f.	Computer Education	1	2	3	4
g.	Foreign Language	1	2	3	4
h.	Art	1	2	3	4
i.	Music	1	2	3	4
j.	Physical Education	1	2	3	4
k.	Family Life and Sex Education	1	2	3	4
l.	Moral/Ethics Education	1	2	3	4
m.	Religious Education	1	2	3	4

40. Is there a gifted and talented program for the eighth grade students in your school?

(CIRCLE ONE)

Yes	1	
No	2	(SKIP TO Q.45)

41. What subjects does the gifted and talented program cover?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Mathematics	1	2
b.	Science	1	2
c.	English/Literature	1	2
d.	Social Studies	1	2
e.	Foreign Language(s)	1	2
f.	Computer Science	1	2
g.	Music	1	2
h.	Art	1	2
i.	Other (please specify) ____________________	1	2

42. Does gifted and talented instruction take place primarily within your school/school building, or primarily outside it (for example, at another school)?

(CIRCLE ONE)

Within this school	1
At some other location	2

43. Which of the following statements BEST describes the way eighth grade gifted and talented instruction is organized for the students in your school:

(CIRCLE ONE)

Students are taken from their regular classes for supplemental gifted and talented instruction	1
Gifted and talented students are grouped together for all or most subjects and have their own curriculum	2
Gifted and talented students are given enriched instruction only in the particular subjects in which they excel	3
Gifted and talented students are given supplemental instruction within their own classroom	4
Other arrangement (please specify) ________________________________	5

44. What main factors are considered in the selection of students for the gifted and talented program?

(CIRCLE ONE ON EACH LINE)

		Yes	No
a.	Scores on standardized examinations given to all students	1	2
b.	Additional test results	1	2
c.	Teacher or counselor recommendations and reports	1	2
d.	Parental requests	1	2
e.	School grades	1	2
f.	Providing opportunities for racial and ethnic groups	1	2
g.	Personal interview	1	2
h.	Student requests	1	2
i.	Other (please specify) ____________________________ _____	1	2

45. Please indicate which of the following are offered by your school in the eighth grade.

(CIRCLE ONE ON EACH LINE)

	YES	NO
a. English taught to LEP students	1	2
b. Which academic subjects are taught in a non-English language?		
English/reading	1	2
Mathematics	1	2
Science	1	2
Social studies/history	1	2
c. What non-English languages are academic subjects (not foreign language courses) taught in?		
French	1	2
Spanish	1	2
Other (please specify) ________________	1	2
d. Foreign language courses	1	2

46. Are the following activities available to eighth grade students in your school?

(CIRCLE ONE ON EACH LINE)

	Yes	No
a. Academic honor societies	1	2
b. Band	1	2
c. Chorus or choir	1	2
d. Computer club(s)	1	2
e. Drama clubs	1	2
f. Service clubs	1	2
g. Mathematics club(s)	1	2
h. Science club(s)	1	2
i. History club(s)	1	2
j. Other subject matter clubs (e.g., art)	1	2
k. Science fairs	1	2
l. Student council(s)	1	2
m. Student newspaper	1	2
n. Student yearbook	1	2
o. Foreign language clubs	1	2
p. Orchestra	1	2
q. Religious organizations	1	2
r. Debate or speech teams	1	2
s. Interscholastic sports	1	2
t. Intramural sports	1	2
u. Vocational education clubs	1	2
v. Cheerleading and related activities	1	2

SCHOOL CLIMATE

47. For each of the characteristics listed below which help to define the climate of your school, indicate how much it describes your school.

(CIRCLE ONE ON EACH LINE)

	Not at all accurate for this school				Very much accurate for this school
a. There is conflict between teachers and administrators	1	2	3	4	5
b. Discipline is emphasized at this school	1	2	3	4	5
c. Students place a priority on learning	1	2	3	4	5
d. The classroom environment for students is structured	1	2	3	4	5
e. Teachers at this school encourage students to do their best	1	2	3	4	5
f. Students are expected to do homework	1	2	3	4	5
g. Teacher morale is high	1	2	3	4	5
h. Teachers have a negative attitude about students	1	2	3	4	5
i. Teachers find it difficult to motivate students	1	2	3	4	5
j. The school day for students is structured	1	2	3	4	5
k. Deviation by students from school rules is not tolerated	1	2	3	4	5
l. The school environment is "flexible"	1	2	3	4	5
m. Teachers take the time to respond to students' individual needs	1	2	3	4	5
n. The school emphasizes sports	1	2	3	4	5
o. Students face competition for grades	1	2	3	4	5

48. Please indicate which of the following exists in your school.

(CIRCLE ONE ON EACH LINE)

		YES	NO
a.	Visitors required to sign in at the main office	1	2
b.	Hall passes required to visit library	1	2
c.	Hall passes required to visit lavatory	1	2
d.	Hall passes required to visit office	1	2
e.	Hall passes required to visit counselor	1	2
f.	Academic counseling for students	1	2
g.	Behavioral problem counseling for students	1	2
h.	Vocational counseling for students	1	2
i.	Student uniform required	1	2
j.	Certain forms of student dress forbidden	1	2
k.	Students prohibited from leaving school or school grounds during school hours	1	2

49. Indicate the degree to which each of the following matters is a problem in your school.

(CIRCLE ONE ON EACH LINE)

		Serious	Moderate	Minor	Not a Problem
a.	Student tardiness	1	2	3	4
b.	Student absenteeism	1	2	3	4
c.	Student class cutting	1	2	3	4
d.	Physical conflicts among students	1	2	3	4
e.	Robbery or theft	1	2	3	4
f.	Vandalism of school property	1	2	3	4
g.	Student use of alcohol	1	2	3	4
h.	Student use of illegal drugs	1	2	3	4
i.	Student possession of weapons	1	2	3	4
j.	Physical abuse of teachers	1	2	3	4
k.	Verbal abuse of teachers	1	2	3	4

50. In your school what happens to a student who is caught doing one of the following? (Expulsion means the student is asked to permanently withdraw; suspension means the student is asked to leave for a period of time, but is permitted to come back to the school.)

(CIRCLE ONE ON EACH LINE)

FIRST OCCURRENCE	No Action or Warning Issued	Minor Discipl. Action	Suspension	Expulsion
a. Cheating	0	1	2	3
b. Physical injury to another student	0	1	2	3
c. Possession of alcohol	0	1	2	3
d. Possession of illegal drugs	0	1	2	3
e. Possession of weapons	0	1	2	3
f. Use at school of alcohol	0	1	2	3
g. Use at school of illegal drugs	0	1	2	3
h. Smoking at school	0	1	2	3
i. Verbal abuse of teacher or staff member	0	1	2	3
j. Physical injury to a teacher or staff member	0	1	2	3
k. Theft of school property	0	1	2	3
l. Classroom disturbance	0	1	2	3
m. Use of profanity	0	1	2	3

REPEATED OCCURRENCES	No Action or Warning Issued	Minor Discipl. Action	Suspension	Expulsion
a. Cheating	0	1	2	3
b. Physical injury to another student	0	1	2	3
c. Possession of alcohol	0	1	2	3
d. Possession of illegal drugs	0	1	2	3
e. Possession of weapons	0	1	2	3
f. Use at school of alcohol	0	1	2	3
g. Use at school of illegal drugs	0	1	2	3
h. Smoking at school	0	1	2	3
i. Verbal abuse of teacher or staff member	0	1	2	3
j. Physical injury to a teacher or staff member	0	1	2	3
k. Theft of school property	0	1	2	3
l. Classroom disturbance	0	1	2	3
m. Use of profanity	0	1	2	3

BEST COPY AVAILABLE

51. Please provide the information requested below so we can reach you if any clarification of your responses is needed.

____
Name (please print)

(   ) __________________________ ☐ Home or ☐ Office Best time of day to call: ________ AM PM
Telephone Number

Appendix F

Questionnaire for Survey of Middle Grade Practices at NELS:88 Base Year Schools

A NELS:88 ENHANCEMENT
SURVEY OF MIDDLE GRADES PRACTICES

October 26, 1988

Dear Principal:

Last week, we wrote to request your participation in the NELS:88 Enhancement Survey of Middle Grades Practices that we are conducting at The Johns Hopkins University Center for Research on Elementary and Middle Schools (CREMS). All schools in the NELS:88 survey are asked to complete the booklet and return it in the enclosed postage-paid envelope.

Schools in different districts and locations have different ideas about how to conduct education in the middle grades. Your participation is needed to assure a complete picture of the diversity of educational approaches and practices in schools today. It is important that you respond to each question as objectively as possible. There are no "right" answers. Select the responses that most closely reflect the current conditions in your school.

Only with this added information, can we make the best use of the valuable information that you, your teachers, and students provided in NELS:88 to address questions about the variety of school practices in the middle grades.

Joining us in requesting your cooperation in this survey is the National Association of Secondary School Principals (NASSP) and the National Association of Elementary School Principals (NAESP). These organizations recognize the need for up-to-date information on middle level education, and will help disseminate the results to educators across the country.

We want to assure you that your responses will remain confidential. They will be grouped with those of about 1000 other principals, and no names of people or schools will ever be used. All data are being collected by NORC, with whom you worked last spring, and only NORC can contact you directly.

We know that you are very busy and your time is valuable. To show our appreciation, you will receive a copy of the results of this study later this school year. We hope that you will find the survey and the reports helpful in your planning.

If the letter sent last week failed to reach you and you need more information before participating, you may call, collect, at 301-338-7570.

With your assistance, we will begin to develop a comprehensive base of information to improve understanding of education in the middle grades. Again, many thanks for your time and cooperation in this exchange of information.

Sincerely yours,

Joyce Epstein
Joyce L. Epstein
Director, Effective Middle Grades Program

James McPartland
James M. McPartland
Co-Director, Center for Research on
Elementary and Middle Schools

ABOUT YOUR SCHOOL ORGANIZATION

Q-1 What are the LOWEST and HIGHEST grade levels in your school? *(Circle TWO choices below.)*

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Q-2 How many eighth-grade students are currently enrolled in your school?

NUMBER OF 8TH-GRADE STUDENTS ENROLLED: ____________________

Q-3 How many of your teachers provide instruction to eighth-graders?

NUMBER OF FULL- AND PART-TIME TEACHERS OF 8TH-GRADE STUDENTS: _______________

The next few questions ask about staffing, scheduling, and grouping practices in your school. These questions are about the major academic subjects only -- ENGLISH or language arts, READING, MATHEMATICS, SOCIAL STUDIES, SCIENCE, and FOREIGN LANGUAGE. For Questions 4-7, do NOT consider other subjects, or gifted or special education classes.

Q-4 What is the MAJOR way that your school is organized for eighth-grade student instruction? *(Circle one choice.)*

SELF-CONTAINED CLASS -- students are taught all of their academic subjects by one teacher	1
DEPARTMENTALIZED -- students are taught each of their academic subjects by a different teacher	2
SEMI-DEPARTMENTALIZED -- students are taught their academic subjects by only 2 or 3 different teachers	3

Q-5 In the academic subjects -- English/language arts, reading, math, science, social studies, and foreign language -- how many different teachers does the "typical student" have during an average week? *(Circle one choice for each grade that is in your school.)*

The "TYPICAL STUDENT" in ...	How Many DIFFERENT Teachers?				
a) Grade 6	1	2	3	4	5+
b) Grade 7	1	2	3	4	5+
c) Grade 8	1	2	3	4	5+
d) Grade 9	1	2	3	4	5+

Q-6 Do students remain with the SAME group of classmates throughout the day for all of their academic subjects, or do they CHANGE classmates for 1 or 2 subjects (such as math and English), or do they CHANGE classmates for MOST subjects? *(Circle one choice for each grade that is in your school.)*

	Do Students KEEP or CHANGE Classmates?		
a) Grade 6	*Keep same classmates*	*Change classmates for 1 or 2*	*Change classmates for most*
b) Grade 7	*Keep same classmates*	*Change classmates for 1 or 2*	*Change classmates for most*
c) Grade 8	*Keep same classmates*	*Change classmates for 1 or 2*	*Change classmates for most*
d) Grade 9	*Keep same classmates*	*Change classmates for 1 or 2*	*Change classmates for most*

Q-7 For which academic subjects are students assigned to homogeneous classes based on similar abilities or achievement levels? *(Circle ALL that apply in each grade that is in your school.)*

Which Are Homogeneous Classes Based on Ability?

a) Grade 6	*None*	*ALL*	*Reading*	*English*	*Math*	*Science*	*Soc. Stud.*	*For. Lang.*
b) Grade 7	*None*	*ALL*	*Reading*	*English*	*Math*	*Science*	*Soc. Stud.*	*For. Lang.*
c) Grade 8	*None*	*ALL*	*Reading*	*English*	*Math*	*Science*	*Soc. Stud.*	*For. Lang.*
d) Grade 9	*None*	*ALL*	*Reading*	*English*	*Math*	*Science*	*Soc. Stud.*	*For. Lang.*

GUIDANCE AND ADVISORY PERIODS

Q-8 How often do the following activities occur during a HOMEROOM or GROUP ADVISORY period in your school? Please circle one choice on each line that comes closest to your program.

If you DO NOT have these periods, CHECK here __________ and continue with question Q-10

	How Often In Homeroom or Advisory Period?				
a) Take attendance for school records	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
b) Distribute notices to bring home	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
c) Make announcements	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
d) Meet with individual students about problems	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
e) Give career information and requirements	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
f) Discuss academic problems or issues	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
g) Discuss study skills or test-taking strategies	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
h) Discuss personal or family problems	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
i) Discuss social relationships, peers, and friends	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
j) Discuss health issues, e.g. drug use prevention, family planning, etc.	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
k) Discuss moral or ethical issues and values	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
l) Discuss race relations and multi-cultural issues	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
m) Develop student leadership in school or class government, committees, etc.	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
n) Use time for students to write about themselves or to write in a journal	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*
o) Other (please describe)	*Daily*	*Weekly*	*Monthly*	*A few per year*	*Never*

Q-9 If your school has one or more periods set aside for some of the activities listed in Q-8, please WRITE IN what these periods are called and how they are scheduled. (If "homeroom" occurs as part of a regular "subject-matter" class, DO NOT count the minutes spent in subject-matter instruction.)

PERIOD(S) CALLED:	Periods Per Week?	Minutes Per Period?	Number of Students?
______________________	____periods per week	______minutes per period	________students per class
______________________	____periods per week	______minutes per period	________students per class

Q-10 About how many different students are assigned to each guidance counselor? *Please estimate the guidance counselor-student ratio.*

If you have NO guidance counselors, CHECK here: _________ and continue with question Q-12

NUMBER OF STUDENTS PER COUNSELOR: ______________________

Q-11 How do guidance counselors in the middle grades in your school divide their time? *Please estimate the percent of time a guidance counselor spends on the following activities. The estimated % should add to 100%*

a) Testing -- administering achievement, competency, career interests, or other tests .... ____% of time
b) Scheduling -- setting up class schedules, test schedules, changing individual schedules .... ____% of time
c) Group meetings -- discussing academics, drugs, careers, or other topics with groups of students ...... ____% of time
d) Individual counseling of students with problems .... ____% of time
e) Individual, routine meetings with each student at regular intervals .... ____% of time
f) Parent conferences .... ____% of time
g) Record-keeping and other clerical or administrative activities .... ____% of time
h) Teacher team meetings -- participating as a member of an interdisciplinary team of teachers .... ____% of time
i) Other (describe) .... ____% of time
TOTAL = 100 %

Q-12 How well do your PRESENT practices match your IDEAL program for guidance, advice, and counseling of students in the middle grades? *(Circle one choice.)*

EXCELLENT -- present practices fit students' needs exactly	1
GOOD -- basic practices are in place, minor changes needed	2
FAIR -- need to improve or add several practices	3
WEAK -- need to design new practices, major changes needed	4

REWARDS, RECOGNITIONS, AND EVALUATIONS

Q-13 Schools reward students for different skills. How many eighth-grade students receive school-wide recognition or awards for their achievements in the following areas?

OFFICIAL RECOGNITION...	How many 8TH GRADE STUDENTS?					
a) For academic skills, writing, tests, honors	*None*	*1 or 2*	*A few*	*Several*	*Many*	*Most*
b) For art, music, mechanical, or other skills	*None*	*1 or 2*	*A few*	*Several*	*Many*	*Most*
c) For attendance	*None*	*1 or 2*	*A few*	*Several*	*Many*	*Most*
d) For citizenship, service	*None*	*1 or 2*	*A few*	*Several*	*Many*	*Most*
e) Other (describe)	*None*	*1 or 2*	*A few*	*Several*	*Many*	*Most*

Q-14 What kinds of information are given on student report cards? *(Circle all that apply.)*

ACHIEVEMENT grade in each subject (e.g., A,B,C,D, or 80,85,90)	1
CONDUCT grade in each subject (separate from achievement grade)	2
PROGRESS grade in each subject for improvement in performance (separate from achievement grade) ...	3
EFFORT grade in each subject (separate from achievement grade)	4
HAND-WRITTEN COMMENTS by teacher on individual strengths and weaknesses in each subject	5
Teacher-selected COMPUTER-GENERATED comments on strengths and weaknesses in each subject	6
ATTENDANCE in each subject	7
GRADE POINT AVERAGE (GPA) or class rank	8
Other (describe)	9

Q-15 In 8th-grade English or math classes where the material is least difficult (e.g., in the lowest track or group) how many students typically receive high report card grades (A's or B's)? *Circle the choice that best describes what happens in your school.*

NO STUDENTS in these classes receive high grades (A's or B's)	1
VERY FEW STUDENTS receive high grades	2
SEVERAL STUDENTS receive high grades, but fewer than in more difficult classes	3
AS MANY STUDENTS in these classes receive high grades as in more difficult classes	4
We have NO CLASSES in 8th-grade English or math where the material is less difficult than in other classes	5

Q-16 Think of students who are academically in the LOWEST THIRD of the eighth grade. Compared to students in the MIDDLE THIRD of the class, how often do the following activities occur for the lower group?

Circle one choice on each line, or circle "Do Not Have" if you do NOT have the activity for any students.

	How Often in LOW Third Compared to Middle				
a) Have schoolwork displayed on bulletin boards	*Never*	*Much less often*	*Less often*	*About the same*	*Do Not Have*
b) Are recognized for achievements in school assemblies	*Never*	*Much less often*	*Less often*	*About the same*	*Do Not Have*
c) Serve as student representatives or leaders	*Never*	*Much less often*	*Less often*	*About the same*	*Do Not Have*
d) Participate in clubs and activities	*Never*	*Much less often*	*Less often*	*About the same*	*Do Not Have*
e) Play on athletic teams that compete with other schools	*Never*	*Much less often*	*Less often*	*About the same*	*Do Not Have*
f) Make school announcements on the loudspeaker	*Never*	*Much less often*	*Less often*	*About the same*	*Do Not Have*
g) Do community service activities	*Never*	*Much less often*	*Less often*	*About the same*	*Do Not Have*

CURRICULUM AND INSTRUCTIONAL PRACTICES

Q-17 Estimate the proportion of your school's students who have these courses or experiences any time during the 7th or 8th grades. (*Circle the choice that comes the closest to your estimate.*)

	Students Taking These in 7th or 8th Grades				
a) A full year of ALGEBRA	*None*	*10%*	*25%*	*50%*	*75%+*
b) A course in READING separate from and in addition to a course in English or language arts	*None*	*10%*	*25%*	*50%*	*75%+*
c) TWO full years of SCIENCE instruction	*None*	*10%*	*25%*	*50%*	*75%+*
d) A full year of a FOREIGN LANGUAGE (equivalent of high school level I)	*None*	*10%*	*25%*	*50%*	*75%+*
e) Short, exploratory, or MINI-COURSES in a variety of skills, topics, and talents	*None*	*10%*	*25%*	*50%*	*75%+*

Q-18 Schools set many important goals for their eighth-grade students. If you had to choose among the seven goals listed below, how would you rank their importance in your school program for ALL eighth-graders. Enter a "1" for the most important goal for ALL eighth-graders, "2" for the next most important goal, and so on.

HOW IMPORTANT FOR ALL EIGHTH-GRADERS?	RANK 1 to 7
a) Basic skills (reading, math, writing, speaking, and subject matter mastery)	____
b) Higher level skills (reasoning, problem solving, critical and creative thinking)	____
c) Citizenship (including service to the school and community)	____
d) Work habits (self discipline, autonomy, self-direction)	____
e) Personal growth and development (self esteem, self-knowledge)	____
f) Human relations (getting along with others, good race relations, multi-cultural education)	____
g) Attitudes and commitment (positive attitudes about school, class participation, school activities)	____

Q-19 **Schools vary in the ways they teach major academic subjects in the middle grades. For each of four major subjects, we have listed practices that some schools follow. Please think of a TYPICAL teacher of each subject -- not the best or weakest teacher -- in your school. Please ESTIMATE how often the typical teacher would use these approaches with AVERAGE or MIXED-ABILITY eighth-grade classes at your school.**

Typical ENGLISH Teachers in this school...	How Often in an "Average" English Class?				
a) Have students write compositions or reports at least one page long	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
b) Drill and practice on language basics (vocabulary, punctuation, grammar)	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
c) Teach content and ideas in works of literature	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
d) Have students edit, rewrite, and resubmit their compositions after peer or teacher review	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
e) Have students make oral presentations	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*

Typical MATH Teachers in this school...	How Often in an "Average" Math Class?				
a) Organize peer-tutoring or cross-grade tutoring	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
b) Drill and practice in math computation	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
c) Emphasize creative problem solving, logic, and multiple ways of solving problems	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
d) Emphasize math applications in real-world situations	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*

Typical SCIENCE Teachers in this school...	How Often in an "Average" Science Class?				
a) Have students conduct hands-on laboratory research	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
b) Teach, drill, and practice basic science facts	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
c) Emphasize scientific methods of discovery	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
d) Use computer or video to provide scientific instruction and explanations	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*

Typical SOCIAL STUDIES Teachers in this school...	How Often in an "Average" Social Studies Class?				
a) Have students write at least one page of ideas on a topic as a composition	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
b) Have students work on joint or group projects	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
c) Drill and practice in important names, dates, and facts of history	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
d) Discuss controversial issues, values, and decisions in history and current events	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*
e) Have students BE historians (e.g., write histories, collect oral histories, conduct interviews, study archives, etc.)	*Every day*	*Every week*	*Most weeks*	*Monthly*	*Rarely or Never*

Q-20 All schools have some students who fall behind or learn more slowly than other students. Does your school offer any of the following remedial activities for these students? *Circle YES or NO on each line.* If YES, please provide a rough estimate of the number of eighth-graders who regularly participate in these programs in a typical school year.

	Have This Program?	About How Many Participate Regularly?
a) Pull-out program in reading or English	*Yes No*	_____*eighth-graders*
b) Pull-out program in math	*Yes No*	_____*eighth-graders*
c) Adult tutors work one-on-one with students in reading or English	*Yes No*	_____*eighth-graders*
d) Adult tutors work one-on-one with students in math	*Yes No*	_____*eighth-graders*
e) Peer-tutoring in any subject	*Yes No*	_____*eighth-graders*
f) Extra subject period instead of elective or exploratory course	*Yes No*	_____*eighth-graders*
g) After-school or before-school classes or coaching classes	*Yes No*	_____*eighth-graders*
h) Extra work or homework from classroom teacher	*Yes No*	_____*eighth-graders*
i) Saturday classes	*Yes No*	_____*eighth-graders*
j) Summer school	*Yes No*	_____*eighth-graders*
k) Mentoring program	*Yes No*	_____*eighth-graders*
l) Other(describe)	*Yes No*	_____*eighth-graders*

TRANSITIONS AND ARTICULATION

Q-21 How do you organize the transition from the MIDDLE grades to HIGH school? (*Circle all that apply to your present practices.*)

No transition -- high school grades continue in K-12, 7-12, or other program.	1
No special activities until students arrive at high school in the fall.	2
High school students present information at the middle grades school.	3
Middle grades students visit the high school for assembly.	4
Middle grades students attend regular classes at high school.	5
Buddy or big brother/big sister programs that pairs new student with older one at entry	6
Parents visit high school while children are still in middle grades.	7
Parents visit high school for orientation in the fall after children have entered.	8
Summer meetings at the high school.	9
High school counselors meet with students while they are still in the middle grades.	10
Middle grades and high school teachers meet together on courses and requirements.	11
Middle grades and high school administrators meet together on articulation and programs.	12
Middle grades counselors meet with high school counselors or staff.	13
Other(describe)	14

Q-22 How well do your present practices match your IDEAL program for your students' smooth transition from the middle grades into high school. (*Circle one choice.*)

EXCELLENT -- practices fit students' needs exactly	1
GOOD -- basic practices are in place, minor changes needed	2
FAIR -- need to improve or add several practices	3
WEAK -- need to design new practices and major changes	4

MIDDLE GRADES PROGRAMS AND PRACTICES.

Q-23 **Practices and programs in the middle grades differ in every school. Some practices are tried and dropped. Others are maintained. Still others may be useful in the future. Some practices may never fit the program you plan for your school.**

For each practice below, please circle YES or NO to tell if the practice WAS PART of your middle grades program any time in the PAST three years, IS PART of your program NOW, AND whether it WILL BE ADDED or KEPT in the next few years. ***Please circle 3 CHOICES on each line.***

Circle YES or NO in EACH Column

	USED in PAST 3 yrs?	USE this NOW?	Will KEEP or ADD?
a) Written standards for promotion from grade to grade	*yes no*	*yes no*	*yes no*
b) Minimum competency tests for promotion to high school	*yes no*	*yes no*	*yes no*
c) Common academic curriculum for all eighth-grade students	*yes no*	*yes no*	*yes no*
d) Independent projects for all eighth-grade students in English or social studies	*yes no*	*yes no*	*yes no*
e) Independent projects for all eighth-grade students in math or science	*yes no*	*yes no*	*yes no*
f) Departments organized with their own chairpersons or heads	*yes no*	*yes no*	*yes no*
g) Interdisciplinary teams of teachers who share the same students	*yes no*	*yes no*	*yes no*
h) Flexible time schedules such that today's class periods may be different in length from tomorrow's	*yes no*	*yes no*	*yes no*
i) Common planning period for members of departments	*yes no*	*yes no*	*yes no*
j) School or district policy concerning the amount or frequency of homework	*yes no*	*yes no*	*yes no*
k) Students assigned to the same homeroom or advisory teacher for all years in the middle grades	*yes no*	*yes no*	*yes no*
l) Classes organized for cooperative learning where students earn group rewards for mastery of academic skills	*yes no*	*yes no*	*yes no*
m) Students from more than one grade level assigned together to the same academic classes	*yes no*	*yes no*	*yes no*
n) The same student can be in a high-ability class for one academic subject and a low-ability class for another	*yes no*	*yes no*	*yes no*
o) Exploratory or mini-courses for all eighth-grade students	*yes no*	*yes no*	*yes no*
p) An eight period day	*yes no*	*yes no*	*yes no*
q) Extra-curricular activities or activity periods for all students	*yes no*	*yes no*	*yes no*
r) Minimum academic requirements for student participation in extra-curricular activities (e.g., sports, band, etc.)	*yes no*	*yes no*	*yes no*
s) Schools-within-a-school with their own administrative staffs	*yes no*	*yes no*	*yes no*
t) Systematic methods for early identification of students at risk of dropping out of school	*yes no*	*yes no*	*yes no*
u) Staff development in a coherent program of activities on early adolescent development and teaching strategies for middle grades	*yes no*	*yes no*	*yes no*

Q-24 How well do your present practices match your IDEAL of a successful program for students in the middle grades? (*Circle one choice.*)

EXCELLENT -- present practices fit students' needs exactly -- exemplary program	1
GOOD -- basic practices are in place, minor changes needed -- solid program	2
FAIR -- need to improve or add some practices -- developing program	3
WEAK -- need to design new practices and major revisions -- changing program	4

Q-25 Some school practices are influenced by policies or official guidelines of the State Department of Education. Which of your school's practices have been STRONGLY INFLUENCED by your state's policies and recommendations? (*Circle all that have been strongly influenced by the state*)

Testing	1
Promotion	2
Curriculum requirements	3
Instructional methods	4
Personnel qualifications/certification	5
Middle grades philosophy or policy	6
Tracking and grouping	7
Dropout prevention programs	8
Remedial instruction	9
Staff development programs	10
Others (describe)	11

INVOLVEMENT OF PARENTS

Q-26 Not much is known about whether and how parents of middle grades students are involved in their children's schools and education. Please estimate the percent of parents of your middle grades students who are involved in the following ways each year. (*Please circle one % on each line as a rough estimate for your school.*)

% OF MIDDLE GRADES PARENTS WHO...

a) Volunteer time frequently to help in classrooms or other school areas	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*
b) Regularly attend workshops about school programs, early adolescence, other topics about middle grades	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*
c) Receive information frequently from academic subject teachers on how to help their child at home on specific skills or homework	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*
d) Regularly monitor homework and assist child with homework and needed skills	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*
e) Join the PTA, PTO, or other parent organization	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*
f) Actively and regularly participate at PTA/PTO meetings or events	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*
g) Attend parent-teacher conferences each year with all of the academic subject teachers who teach their child	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*
h) Set up home conditions that support and encourage learning in the middle grades	*0%*	*5%*	*10%*	*20%*	*35%*	*50%*	*75%+*

TEAMS OF TEACHERS

Q-27 Does your school use DEPARTMENT (SINGLE SUBJECT) Team Teaching? Teachers in the SAME DEPARTMENT plan and teach together creating small group and large group activities by combining classes or regrouping students.

Circle all grades in which you use DEPARTMENT teams:

6 7 8 9 DO NOT USE

Q-28 Does your school use INTERDISCIPLINARY Team Teaching? Two or more teachers of DIFFERENT SUBJECTS share the same group of students and/or coordinate their instructional programs across subjects.

Circle all grades in which you use INTERDISCIPLINARY teams:

6 7 8 9 DO NOT USE

IF YOU USE "Interdisciplinary Team Teaching" in Grade 8, please continue. IF NOT, CHECK here ________ and skip to Q-33

Q-29 How many teachers are on a typical interdisciplinary team to teach eighth graders at your school?

Circle the NUMBER OF TEACHERS on a typical team:

2 3 4 5 6 7 or more

Q-30 What subjects are taught by teachers on a typical eighth-grade interdisciplinary team? *Please circle ALL subjects taught by the teachers on a team.*

Subjects taught by teachers on team ..... Eng Math SocStd Read'g Sci ForLang HmEc IndArt Advisry Other

---

Q-31 How much COMMON planning time is OFFICIALLY SCHEDULED EACH WEEK for all members of an eighth-grade interdisciplinary team? *(Circle one.)*

No official common planning time	1
Less than 30 minutes per week	2
Between one-half and 1 hour per week	3
Between 1 and 2 hours per week	4
Between 2 and 3 hours per week	5
More than 3 hours per week	6

Q-32 In a typical planning period for an interdisciplinary team, about how much time is spent on the following activities? Circle one choice for each activity that comes closest to your estimate of the work your teachers do during team planning meetings. *If NO team planning occurs, CHECK here:* ______ *and skip to question* Q-33

How Much Time Per Planning Period?

a) Individual Teacher Preparation. Teachers work on their own lessons, tests, grades.	*None*	*Little*	*Less than half*	*About half*	*More than half*
b) Coordinate Content. Teachers decide common themes and related topics for instruction.	*None*	*Little*	*Less than half*	*About half*	*More than half*
c) Revise Schedules. Teachers arrange or alter schedules for classes that need more time.	*None*	*Little*	*Less than half*	*About half*	*More than half*
d) Regroup Students. Teachers arrange small or large groups of students to match lessons to abilities.	*None*	*Little*	*Less than half*	*About half*	*More than half*
e) Diagnose Individual Students. Teachers discuss problems of specific students and arrange appropriate help	*None*	*Little*	*Less than half*	*About half*	*More than half*
f) Plan Special Events. Teachers arrange assemblies, trips, or other team activities.	*None*	*Little*	*Less than half*	*About half*	*More than half*
g) Conduct Conferences With Parents. Teachers meet as a team with parents to solve problems, provide assistance.	*None*	*Little*	*Less than half*	*About half*	*More than half*
h) Other (describe)	*None*	*Little*	*Less than half*	*About half*	*More than half*

ABOUT YOUR STUDENTS, STAFF, AND YOURSELF

The final questions ask for information about your students, staff, and yourself that will permit the information you provide to be grouped with schools that are similar to your own.

Q-33 **Approximately what percentage of the students currently enrolled in your school are from families in the following categories?** *WRITE IN the % for each category. If NONE, write 0%. Column should sum to 100%.*

% of Students Families

a) Professional and managerial personnel .... _______%

b) Sales, clerical, technical, or skilled workers .... _______%

c) Factory or other blue collar workers .... _______%

d) Farm workers .... _______%

e) Military .... _______%

f) On welfare or unemployed .... _______%

TOTAL = 100 %

Q-34 **How would you rate the average academic ability of the students when they *ENTER* this school?** (*Circle one choice.*)

Considerably above the national norm	1
Somewhat above the national norm	2
At the national norm	3
Somewhat below the national norm	4
Considerably below the national norm	5

Q-35 **At the end of last school year (after summer school), about how many students were promoted to the next grade and how many were retained to repeat the same grade this year?** (*Give approximate numbers for grades present in your school.*)

For 1988 School Year AFTER Summer School... NUMBER OF STUDENTS...

a) From Grade 6 .... _______ *promoted* _______ *retained*

b) From Grade 7 .... _______ *promoted* _______ *retained*

c) From Grade 8 .... _______ *promoted* _______ *retained*

d) From Grade 9 .... _______ *promoted* _______ *retained*

Q-36 **What are the major reasons most eighth-grade students are retained to repeat a grade in your school?** (*Circle all that apply as major reasons that eighth-graders are retained.*)

By policy, we do not retain eighth-grade students	1
Failing one academic course	2
Failing two or three academic courses	3
Failing more than three academic courses	4
Excessive absence or lateness	5
Consistently refusing to complete assigned schoolwork	6
Failing achievement or proficiency tests	7
Other(describe)	8

Q-37 **Based on your experience, past records, or best guesses, please estimate the percent of your present 8th Grade BOYS and GIRLS who will PROBABLY NOT graduate from high school.**

% Unlikely To Finish School

a) PERCENT of present 8th grade BOYS who will probably NOT graduate from high school .... _______%

b) PERCENT of present 8th grade GIRLS who will probably NOT graduate from high school .... _______%

Q-38 The training and certification of eighth-grade teachers varies widely. Some may have SECONDARY or ELEMENTARY certification or licenses; others may have MIDDLE GRADES certification or endorsements. How many of your eighth-grade teachers (including provisional or emergency certified teachers) are certified in these different ways? *(Please give your best estimates of these numbers.* The number of teachers should match the total in question 3.)

How Many Teachers of Eighth Grade Students?	Number
a) Teachers with ELEMENTARY certification ONLY	______
b) Teachers with SECONDARY certification ONLY	______
c) Teachers with specific MIDDLE GRADES certification ONLY	______
d) Teachers with both ELEMENTARY and specific MIDDLE GRADES certification or endorsement	______
e) Teachers with both SECONDARY and specific MIDDLE GRADES certification or endorsement	______
f) UNCERTIFIED teachers	______
g) Other (describe)	______

Q-39 Including the 1988-89 school year, how many years have you been principal of this school?

YEARS (INCLUDING THIS ONE) AS PRINCIPAL OF THIS SCHOOL: ____________________

Q-40 What other experiences in education have you had in the past? *(Circle all that apply for you.)*

Principal of another elementary school	1
Principal of another middle/junior high school	2
Principal of another high school	3
Assistant principal or other school administrator	4
High school grades teacher	5
Middle grades teacher	6
Elementary grades teacher	7
Guidance counselor at any school level	8
Coach/athletic director	9
Other(describe)	10

Please use the space below for any other comments or ideas that you would like to add.

THANK YOU VERY MUCH FOR YOUR TIME AND YOUR HELP!

Please return your completed survey in the postage-paid envelope provided. Or mail your booklet to -- NELS:88 Enhancment Survey, NORC, 1155 East 60th Street, Chicago, IL 60637.

Appendix G

NELS:88 First Follow-Up School Administrator Questionnaire

NORC - 4492 OMB
No. 1850-0593
App. Exp.: 1/91

NELS 88

National Educational Longitudinal Study of 1988

First Follow-up

Sponsored by The National Center for Education Statisics
United States Department of Education
Conducted by NORC
A Social Science Research Center

SCHOOL QUESTIONNAIRE
NELS: 88
First Follow-Up

USES OF THE DATA

The data from this survey will be used by educators and by federal and state policymakers to address important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statisics is concerned with protecting the privacy of individuals who participate in voluntary surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. Your responses will be combined with those of other respondents, and the answers you give will never be identified as yours.
3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.

The public reporting burden for this collection of information is estimated to average one hour (60 minutes) per response. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651 and to the Office of Management and Budget, Paperwork Reduction Project, Washington, D.C. 20503.

Educational Organizations That Have Endorsed NELS:88

American Association of School Administrators (AASA)

National Association of Secondary School Principals (NASSP)

National School Boards Association (NSBA)

The National Catholic Education Association (NCEA)

The National Association of Independent Schools (NAIS)

INTRODUCTION

This questionnaire is directed to the school principal. It is divided into seven sections. The first six sections request mainly factual information about this school and its programs. These sections can be answered either by the principal or by a designee who is able to provide the requested information. The final section requests judgmental evaluations about the school climate, and we ask that this section be completed by the principal personally.

Some factual questions may request information that is not readily available from school records (e.g., the racial/ethnic composition of the tenth grade student body). Informed estimates are acceptable for such questions. Your estimates will be better than ours. Please answer directly on the questionnaire by circling the appropriate response number or by writing your response in the space provided.

We realize that you are very busy; however, we ask that you complete the questionnaire and return it to your school's Study Coordinator within the next two weeks. To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose. The school's Study Coordinator will then send the questionnaire directly to NORC and your responses will be kept in confidence.

Thank you very much for your help.

NOTE: Reference is made to Language-Minority (LM) and Limited-English-Proficient (LEP) students as well as to English-as-a-Second-Language (ESL) programs, throughout the questionnaire. For this study, the following definitions apply:

Language-Minority (LM) Student: A fully English proficient student in whose home a non-English language typically is spoken. This group includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Limited-English-Proficient (LEP or NEP) Student: A Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

English-as-a-Second-Language (ESL) Program: An instructional program designed to teach English language skills in listening, speaking, reading, and writing to students whose native language is one other than English.

I. SCHOOL CHARACTERISTICS

1. Check each grade level included in your school. Include lowest and highest
○ **grades.**
08/

PK	K	01	02	03	04	05	06	07	08	09	10	11	12	13+	09-23/
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

2. As of October 1, 1989 (or the most recent date for which data are available),
○ **what was the total student enrollment in your school?**
24/

|__|__|__|__| Number of students 25-28/

3. As of October 1, 1989 (or the most recent date for which data are available),
○ **what was the total tenth-grade student enrollment in your school?**
29/

|__|__|__|__| Number of students 30-33/

4. Is your school ...
○
34/ **(CIRCLE ONE)**

Public?...................... 1 35/

Private?..................... 2

4A. **Please mark the characteristics that best describe your school.**

○
36/

(CIRCLE ALL THAT APPLY)

a.	Comprehensive public school (not including magnet school or school of choice)	1	37/
b.	Public magnet school (including schools with magnet programs, schools within a school)	1	38/
c.	Public school of choice (open enrollment/ non-specialized curriculum)	1	39/
d.	Year-round school	1	40/
e.	Technical or vocational school	1	41/
f.	Catholic diocesan	1	42/
g.	Catholic parish	1	43/
h.	Catholic religious order	1	44/
i.	Other religious affiliation	1	45/
j.	Private school, no religious affiliation	1	46/
k.	Boarding school	1	47/
l.	Indian reservation school	1	48/
m.	Military academy	1	49/
n.	Other	1	50/

5A. **Which of the following best describes the community in which this school is located?**

(CIRCLE ONE)

City of more than 50,000 people	01	**(GO TO QUESTION 5B)**	51-52/
Suburb of a city with more than 50,000 people	02		
Rural or farming community	03	**(SKIP TO QUESTION 6)**	
Small city or town with fewer than 50,000 people which is not a suburb of a larger place	04		
Indian reservation	05		
Military base or station	06		

5B. Please mark the response that best describes the community where your school is located.

(CIRCLE ONE)

	Inner city	**Residential neighborhood**	**Suburb**	**Other**	
Medium-sized city (50,000-100,000 people)	01	02	03	04	53-54/
Large city (over 100,000-500,000 people)	05	06	07	08	
Very large city (over 500,000 people)	09	10	11	12	

6. What kind of academic calendar does your high school have?

(CIRCLE ONE)

Semester system	1	55/
Trimester system	2	
Quarter system	3	
Other	4	

7. How many days are in the school year for tenth grade students in your school?

|__|__|__| Number of school days 56-58/

8. How many class periods are there in the school day for average tenth grade students in your school?

|__|__| Number of class periods 59-60/

9. How many minutes long is the average class period for tenth grade students in your school?

|__|__|__| Number of minutes 61-63/

DECK 01-BEGIN DECK 02

10. Is this school coeducational?

(CIRCLE ONE)

Yes	1	64/
No, it is an all-female school	2	
No, it is an all-male school.	3	

11. Approximately what percentage of your tenth grade students is in each of the
○ **following instructional programs?**

65/

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

	Percent of students		Zero
a. General high school program	☐☐☐ %	66-68/	☐
b. College prep, academic, or specialized	☐☐☐ %	69-71/	☐
c. Vocational, technical, or business and career:		BEGIN DECK 02	
1. Industrial Arts/Technology education	☐☐☐ %	08-10/	☐
2. Agricultural occupations	☐☐☐ %	11-13/	☐
3. Business or office occupations	☐☐☐ %	14-16/	☐
4. Marketing or Distributive education	☐☐☐ %	17-19/	☐
5. Health occupations	☐☐☐ %	20-22/	☐
6. Home economics occupations	☐☐☐ %	23-25/	☐
7. Consumer and homemaking education	☐☐☐ %	26-28/	☐
8. Technical occupations	☐☐☐ %	29-31/	☐
9. Trade or industrial occupations	☐☐☐ %	32-34/	☐
10. Other specialized high school program (such as Fine Arts)	☐☐☐ %	35-37/	☐
d. Other	☐☐☐ %	38-40/	☐

12. In the first half of the current school year, approximately what percentage of your students used the following facilities?

(CIRCLE ONE ON EACH LINE)

	Do not have	Zero to 10%	11% to 24%	25% to 49%	50% to 74%	75% to 100%	
a. Indoor lounge for students	01	02	03	04	05	06	41-42/
b. Designated smoking area for students	01	02	03	04	05	06	43-44/
c. Career information center	01	02	03	04	05	06	45-46/
d. Occupational training center	01	02	03	04	05	06	47-48/
e. Computer center/lab	01	02	03	04	05	06	49-50/
f. Media production facilities	01	02	03	04	05	06	51-52/
g. Remedial reading and/or remedial mathematics laboratory	01	02	03	04	05	06	53-54/
h. Subject area resources center(s) other than central library	01	02	03	04	05	06	55-56/
i. In-house suspension center	01	02	03	04	05	06	57-58/
j. Health clinic	01	02	03	04	05	06	59-60/
k. Birth control clinic for students	01	02	03	04	05	06	61-62/
l. Child care or nursery for children of students	01	02	03	04	05	06	63-64/
m. Student cafeteria	01	02	03	04	05	06	65-66/

BEGIN DECK 03

13. In the first half of the current school year, about what percentage of your student body participated in the following programs?

(CIRCLE ONE ON EACH LINE)

	Do not have	**Zero to 10%**	**11% to 24%**	**25% to 49%**	**50% to 74%**	**75% to 100%**	
a. School-sponsored community service	01	02	03	04	05	06	08-09/
b. Work study	01	02	03	04	05	06	10-11/
c. Academic counseling	01	02	03	04	05	06	12-13/
d. Vocational counseling	01	02	03	04	05	06	14-15/
e. Student foreign exchange	01	02	03	04	05	06	16-17/
f. Dropout prevention	01	02	03	04	05	06	18-19/
g. Gang prevention	01	02	03	04	05	06	20-21/
h. Alcohol/drug prevention	01	02	03	04	05	06	22-23/
i. AIDS Education	01	02	03	04	05	06	24-25/
j. Crisis prevention	01	02	03	04	05	06	26-27/

14. Does your school have a community service program?

No .... 1 **(SKIP TO QUESTION 17)** 28/

Yes 2

15. What is the average number of hours per week that a student spends volunteering on site? (IF NOT SURE, PLEASE GIVE BEST ESTIMATE)

(CIRCLE ONE)

Less than one hour per week 01

1-2 hours per week 02 29-30/

3-4 hours per week 03

5-6 hours per week 04

7-8 hours per week 05

Over 8 hours per week 06

16. Is academic credit given for participation in the program?

(CIRCLE ONE)

No 1 31/

Yes 2

17. In the first half of the current school year, approximately what percentage of your student body received the following services?

(CIRCLE ONE ON EACH LINE)

	Do not have	**Zero to 10%**	**11% to 24%**	**25% to 49%**	**50% to 74%**	**75% to 100%**	
a. Teacher/Parent conferences	01	02	03	04	05	06	32-33/
b. Home visits by teachers	01	02	03	04	05	06	34-35/
c. Psychological counseling	01	02	03	04	05	06	36-37/
d. Family counseling	01	02	03	04	05	06	38-39/
e. Tutoring by teachers	01	02	03	04	05	06	40-41/
f. Peer tutoring	01	02	03	04	05	06	42-43/

18. How does your school assist students in the transition from the MIDDLE grades to HIGH school?

(CIRCLE ALL THAT APPLY)

a. No transition — high school grades continue K-12, 7-12, or other program	1	44/
b. High school students present information to middle grade school students	1	45/
c. Middle grade students visit the high school for an assembly	1	46/
d. Middle grade students attend regular classes at high school	1	47/
e. Parents visit high school while children are still in middle grades	1	48/
f. Parents visit high school for orientation in the fall after children have entered	1	49/
g. Summer meetings at the high school	1	50/
h. Buddy or big brother/sister program (pairs new student with older one upon entry)	1	51/
i. Middle grade and high school teachers meet together on courses and requirements	1	52/
j. Middle grade and high school administrators meet together on articulation and programs	1	53/
k. Middle grade counselors meet with high school counselors or staff	1	54/
l. No special activities until students arrive at high school in the fall	1	55/
m. Other	1	56/

19. Approximately how many colleges sent a representative to your school to talk with college-bound students during the 1989-1990 school year?

	(CIRCLE ONE)	
None	01	57-58/
1 or 2	02	
3 to 5	03	
6 to 10	04	
11 to 20	05	
21 or more	06	

20. If a student doesn't come to school, how long is it before the school administration knows he or she is absent?

	(CIRCLE ONE)	
Less than one hour	1	59/
1 to 2 hours	2	
3 to 8 hours	3	
More than 1 school day	4	

21. When students are absent without an excuse, how soon are parents notified?

(CIRCLE ONE)

Not notified .... 1 **(SKIP TO QUESTION 23)** 60/
The same day 2
After a day or two 3
Within the first week 4
At the end of the semester 5

22. How are parents notified of unexcused absences?

(CIRCLE ALL THAT APPLY)

a. By letter or postcard 1 61/
b. By calling at home 1 62/
c. By calling at work 1 63/
d. By a computerized telephone call 1 64/
e. Home visit by school personnel 1 65/
f. Other 1 66/

23. Does your school/district have a policy on the number of unexcused absences permitted before a student is considered truant or a dropout?

No 1 67/
Yes 2

24. How many school days in a row can a student be absent without an excuse before he or she is considered truant?

○ 68/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

69-71/
☐☐☐ school days ☐ Zero school days

25. How many school days in a row can a student be absent without an excuse before he or she is considered a dropout?

○ 72/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

73-75/
☐☐☐ school days ☐ Zero school days

BEGIN DECK 04

II. STUDENT CHARACTERISTICS

26. What is the average daily attendance rate for students in your school this year? (Include both excused absences and unexcused absences in figuring this rate.)

(WRITE IN THE PERCENT)

|___|___|___| % ADA 08-10/

27. What percentage of your current tenth grade students are in the following groups? (If none, enter "000". Percentages should sum to 100%.)

○
11/

(WRITE IN THE PERCENT)

a. American Indian .... |___|___|___| % 12-14/

b. Alaskan Native .... |___|___|___| % 15-17/

b. Asian or Pacific Islander .... |___|___|___| % 18-20/

c. Hispanic .... |___|___|___| % 21-23/

d. Black, not of Hispanic origin .... |___|___|___| % 24-26/

e. White, not of Hispanic origin .... |___|___|___| % 27-29/

28. What percentage of your tenth grade students would you estimate lives in a single parent home? (Please give your best estimate.)

(CIRCLE ONE)

None	0	30/
1%-24%	1	
25%-49%	2	
50%-74%	3	
75%-99%	4	
100%	5	

29. **What percentage of the tenth grade students is either Language Minority*, or LEP/NEP**?**
○
31/

(CIRCLE ONE)

None	00	32-33/
Less than 10%	01	
10-19%	02	
20-29%	03	
30-39%	04	
40-49%	05	
50-59%	06	
60-69%	07	
70-79%	08	
80% or more	09	

* A Language Minority student is a fully English-proficient student in whose home a non-English language typically is spoken. This group includes students whose English is fluent enough to benefit from instruction offered in English.

** A Limited-English-Proficient (LEP) student is a Language Minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little benefit from school instruction delivered in English.

30. What percentage of the total student body in your school receives the following special services? (Please provide your best estimate.)

○
34/

(WRITE IN THE PERCENT; IF SERVICE IS NOT PROVIDED, ENTER "000")

a Free or reduced-price school lunch program .... |__|__|__| % 35-37/

b. Remedial reading .... |__|__|__| % 38-40/

c. Remedial math .... |__|__|__| % 41-43/

d. Alternative school program .... |__|__|__| % 44-46/

e. Special programs for pregnant girls and/or teenage mothers .... |__|__|__| % 47-49/

f. Bilingual education .... |__|__|__| % 50-52/

g. English as a Second Language .... |__|__|__| % 53-55/

h. Special Education (students with IEP) .... |__|__|__| % 56-58/

i. College Board Advanced Placement courses .... |__|__|__| % 59-61/

j. Job training .... |__|__|__| % 62-64/

k. Off-campus work experience for credit .... |__|__|__| % 65-67/

31. During this year, approximately what percentage of your high school students is bused in for racial balance? (Please give your best estimate.)

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 68-70/ ☐

32. What percentage of students at your school who enter the tenth grade drops out before graduation? Do not include students who transfer to other schools. (Please give your best estimate.)

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 71-73/ ☐

33. What percentage of the entire 1988 -1989 graduating class from your school is now enrolled in a regular four-year college or university? (If you do not know the exact percentage, please give your best estimate.)

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 08-10/ |__|

34. What percentage of the 1988 -1989 graduating class from your school went on to a two-year college or some vocational training (for example, technical or business school, vocational school, or beauty school)? Do not include military service. (Please give your best estimate.)

(WRITE IN THE PERCENT; OR CHECK ZERO BOX IF NONE)

Zero

|__|__|__| % 11-13/ |__|

DECK 05

III. TEACHING STAFF CHARACTERISTICS

35. How many full-time regular teachers work in your school?

○
14/

|__|__|__| Number of teachers 15-17/

36. How often does your school have school-wide staff meetings?

(CIRCLE ONE)

a. Never 1 18/

b. 1-4 times per school year 2

c. 5-9 times per school year 3

d. Monthly during the school year 4

37. Is your faculty departmentalized (or divided into subject areas)?

(CIRCLE ONE)

No .... 1 **(SKIP TO QUESTION 42)** 19/

Yes 2

If yes, how many departments/subject areas are there?

(WRITE IN NUMBER BELOW)

|___|___|___|. 20-22/

38. Does your school formally designate a chair for each department/subject area?

(CIRCLE ONE)

No .... 1 **(SKIP TO QUESTION 41)** 23/

Yes 2

39. How are department/subject area chairs selected?

(CIRCLE ONE)

a. Appointed by the principal 1 24/

b. Rotation system 2

c. Elected by department faculty 3

d. Other 4

40. Do department/subject area chairs receive any of the following?

(CIRCLE ALL THAT APPLY)

Extra pay 1 25/

Reduction in teaching workload 1 26/

Other incentives 1 27/

41. **How many full-time faculty members are in each of the departments/subject areas in your school? (Please give your best estimate.)**

(CIRCLE ONE ON EACH LINE)

	Does not apply	0-5	6-10	11-15	Over 15	
a. Math	1	2	3	4	5	28/
b. Science	1	2	3	4	5	29/
c. Humanities	1	2	3	4	5	30/
d. English	1	2	3	4	5	31/
e. Foreign language	1	2	3	4	5	32/
f. Social science/ Social studies	1	2	3	4	5	33/
g. History	1	2	3	4	5	34/
h. Vocational education	1	2	3	4	5	35/
i. Physical education	1	2	3	4	5	36/
j. Guidance counseling	1	2	3	4	5	37/
k. Special education	1	2	3	4	5	38/
l. Other	1	2	3	4	5	39/

42. **What are the lowest and highest annual salaries currently paid to full-time teachers on your school's payroll?**

Lowest salary paid $ |__|__| , |__|__|__| .00 40-44/

Highest salary paid $ |__|__| , |__|__|__| .00 45-49/

DECK 05 - BEGIN DECK 06

43. How many of your full-time regular teaching staff are members of the following groups? (Please give your best estimate.)
○
50/

(WRITE IN THE NUMBER; OR CHECK THE ZERO BOX IF NONE)

		Zero	
a. American Indian/Alaskan Native	|__|__|__|	|__|	51-53/
b. Asian or Pacific Islander	|__|__|__|	|__|	54-56/
c. Hispanic	|__|__|__|	|__|	57-59/
d. Black, not of Hispanic origin	|__|__|__|	|__|	60-62/
e. White, not of Hispanic origin	|__|__|__|	|__|	63-65/

44. How many members of your full-time regular teaching staff have the following degrees? The sum of a., b., c., d., and e. should equal the total number of full-time teaching staff at your school.

(WRITE IN THE NUMBER; IF NONE, WRITE "000") BEGIN DECK 06

a. Less than Bachelors degree (some college)	|__|__|__|	08-10/
b. Bachelors	|__|__|__|	11-13/
c. Masters	|__|__|__|	14-16/
d. Ed.D. or Ph.D.	|__|__|__|	17-19/
e. Don't know their degree	|__|__|__|	20-22/

45. How many teachers are assigned to teach one or more English language classes to persons from non-English language backgrounds (for example, ESL classes) in your school? (Please give your best estimate.)
○
23/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

|__|__|__| teachers |__| Zero teachers 24-26/

46. How many of the teachers assigned to teach bilingual or ESL classes are certified in these areas?
○
27/

(WRITE IN THE NUMBER; OR CHECK ZERO BOX IF NONE)

|__|__|__| teachers |__| Zero teachers 28-30/

47. How important are written student evaluations in assessing the following areas?

(CIRCLE ONE ON EACH LINE)

	Do not use	**Not important at all**	**Somewhat important**	**Very important**	
a. Teacher performance	1	2	3	4	31/
b. Course content	1	2	3	4	32/
c. Student overall satisfaction with courses	1	2	3	4	33/

48. How many minutes of preparation or planning time do you provide for your full-time teachers during the school day?

(IF NONE, WRITE "000")

|__|__|__| minutes
34-36/

49. Approximately how many hours per month do you expect the average teacher to spend, without remuneration, in such activities as attending parent club meetings, chaperoning school functions, selling tickets, advising student clubs, etc.?

	(CIRCLE ONE)	
a. None	0	37/
b. 1-5 hours	1	
c. 6-10 hours	2	
d. 11-20 hours	3	
e. 21-30 hours	4	
f. Over 30 hours	5	

50. How many of your full-time high school teachers left at the end of 1988-89 school year for reasons other than death or retirement?

(IF NONE, WRITE "000")

|__|__|__| teachers

38-40/

51. Have the teachers in your school gone on strike in the past four years?

(CIRCLE ONE)

No 1 41/

Yes 2

IF answered "YES," what was the total number of days teachers were on strike in the past four years?

|__|__|__| days

42-44/

52. Does your school have a recognition program for outstanding teachers?

No. 1 45/

Yes 2

53. Which of the following kinds of rewards are given to "exceptional"or "good" teachers in your school?

(CIRCLE ALL THAT APPLY)

a. No rewards are given 1 46/

b. Given special awards for teaching 1 47/

c. Assigned to teach the better students 1 48/

d. Allowed to choose the classes they teach 1 49/

e. Given a lighter teaching load 1 50/

f. Relieved of administrative or disciplinary duties 1 51/

g. Given priority on requests for materials 1 52/

h. Given time off to attend professional workshops 1 53/

i. Given extra pay for extra responsibilities 1 54/

j. Other 1 55/

IV. SCHOOL ADMISSION POLICIES and PRACTICES

54. Which of the following best describes admission practices for students ○ in your school?

56/

(CIRCLE ONE ON EACH LINE)

		Never	Exceptional cases only	Some only	All cases	
a.	Students in a particular geographic area (or district) attend this school	0	1	2	3	57/
b.	Students in a particular geographic area (or district) are generally assigned to this school, but transfers are allowed	0	1	2	3	58/
c.	Students are assigned from particular areas to achieve desired racial or ethnic composition in the school	0	1	2	3	59/
d.	Students are admitted to this school based on achievement entrance tests, auditions, or other criteria	0	1	2	3	60/
e.	Students are admitted to this school based on a lottery or random selection	0	1	2	3	61/
f.	Admittance is determined on a first-come first-serve basis	0	1	2	3	62/
g.	Other	0	1	2	3	63/

55. Does your school have formal admission/application procedures?

No .... 1 **(SKIP TO QUESTION 58)** 64/

Yes 2

DECK 06 - BEGIN DECK 07

56. How many students in grades 9-12 applied for admission and how many were accepted to your school for the current school year?

(IF YOUR SCHOOL DOES NOT HAVE THAT GRADE, ENTER "000")

	APPLIED	**ACCEPTED**
	|__|__|__| 9th grade students 65-67/	|__|__|__| 9th grade students 68-70/
BEGIN DECK 07	|__|__|__| 10th grade students 08-10/	|__|__|__| 10th grade students 11-13/
	|__|__|__| 11th grade students 14-16/	|__|__|__| 11th grade students 17-19/
	|__|__|__| 12th grade students 20-22/	|__|__|__| 12th grade students 23-25/

57. How often are the following criteria used in considering admission of students to your school?

(CIRCLE ONE ON EACH LINE)

	Never	Seldom	Sometimes	Usually	Always	
a. Performance on standardized achievement or aptitude test	0	1	2	3	4	26/
b. Performance on written admission test	0	1	2	3	4	27/
c. Academic record	0	1	2	3	4	28/
d. Artistic abilities	0	1	2	3	4	29/
e. Athletic abilities	0	1	2	3	4	30/
f. Personal interview with parent/guardian	0	1	2	3	4	31/
g. Personal interview with student	0	1	2	3	4	32/
h. Recommendation of a former principal	0	1	2	3	4	33/
i. Recommendation of a former teacher	0	1	2	3	4	34/
j. Recommendation from a non-family friend (e.g., pastor, rabbi, other)	0	1	2	3	4	35/
k. Student preference	0	1	2	3	4	36/
l. Parental preference	0	1	2	3	4	37/
m. Student/parent ability to pay school's tuition	0	1	2	3	4	38/

DECK 07

58. What is the maximum yearly tuition to attend your school?

Does not apply	1 **(SKIP TO QUESTION 61)**	39/
Maximum Tuition	$ |__|__|, |__|__|__| .00	40-44/

59. What percentage of your students pays the maximum yearly tuition?

(CIRCLE ONE)

None	01	45-46/
1%-24%	02	
25%-49%	03	
50%-74%	04	
75%-99%	05	
100%	06	

60. What percentage of the students in your school receives scholarships or other forms of financial aid?

Not applicable (no provision for financial aid)	1	47/
Students receiving financial aid)	|__|__|__| %	48-50/

V. GRADING AND/OR TESTING STRUCTURE

61. Does your school use homogeneous grouping (according to ability or achievement) for placement of tenth grade students in the following classes?

○ 51/

(CIRCLE ONE ON EACH LINE)

		Not Applicable	No	Yes	
a.	English	1	2	3	52/
b.	Mathematics	1	2	3	53/
c.	Social Studies	1	2	3	54/
d.	Science	1	2	3	55/

62. Indicate the degree of influence the following have in assigning and/or selecting high school courses/programs for tenth grade students in your school.

○ 56/

(CIRCLE ONE ON EACH LINE)

		None	A Little	Moderate	A Lot	
a.	Teachers	0	1	2	3	57/
b.	Department Heads	0	1	2	3	58/
c.	Counselors	0	1	2	3	59/
d.	Coaches	0	1	2	3	60/
e.	Parents	0	1	2	3	61/
f.	Student preferences	0	1	2	3	62/
g.	Student grades	0	1	2	3	63/
h.	Student test scores	0	1	2	3	64/

63. How often do students move among classes for different ability levels and curricular programs in your school?

(CIRCLE ONE ON EACH LINE)

	Not Applicable	**Never**	**Rarely**	**Sometimes**	**Frequently**	
a. Ability level classes (e.g. remedial, gifted, honors)	0	1	2	3	4	65/
b. Curricular programs (e.g., regular, vocational, college prep)	0	1	2	3	4	66/

64. How often are standardized test results (for example, state testing program tests) provided to the parents/guardians of students in your school?

(CIRCLE ONE)

Not applicable 0 67/

Never 1

Seldom 2

Sometimes 3

Usually 4

Always 5

65. Are students required to pass a minimum competency (proficiency) test in order to receive a High School Diploma?

No .... 1 **(SKIP TO QUESTION 69)** 68/

Yes 2

66. In which grades are minimum competency or proficiency tests given to students? (Do not include retesting of students.)

(CIRCLE ALL THAT APPLY)

a. Such tests are not given	1	69/
b. Grade 9	1	70/
c. Grade 10	1	71/
d. Grade 11	1	72/
e. Grade 12	1	73/

67. How often are students and their parents/guardians notified of the competency test results?

(CIRCLE ONE)

Never	0	74/
Seldom	1	
Sometimes	2	
Usually	3	
Always	4	

68. Does the school have a specific remedial program for students who fail the competency tests?

(CIRCLE ONE)

No	1	75/
Yes	2	

69. What type of grading system is used in your high school?

(CIRCLE ONE)

Letter grade	1	76/
Grade-point	2	
Numerical scale	3	

69A. Imagine your school's grading system will be changed to a 5-letter grade system, in which "A" is the highest possible grade and "F" is the lowest possible grade. Please provide numerical estimates used in your present grading system for the following letter grades.

(WRITE IN RANGE FOR EACH LETTER GRADE)
(e.g. A= 90-100)

A=_______to_______
08-09/ 10-12/

B=_______to_______
13-14/ 15-16/

C=_______to_______
17-18/ 19-20/

D=_______to_______
21-22/ 23-24/

F=_______to_______
25-26/ 27-28/

69B. What is the lowest passing letter grade in your high school? Using the scale in Question 69A, determine the letter grade that would correspond to your school's present lowest passing grade.

(CIRCLE ONE)

A 1 29/

B 2

C 3

D 4

F 5

211

VI. SCHOOL PROGRAMS

70. How much coursework is required in each of the following subjects to meet
○ high school graduation requirements?
30/

(CIRCLE ONE ON EACH LINE)

	Course not offered	None	Less than a Year	One Year	Two Years	Three Years	Four Years	
a. English	00	01	02	03	04	05	06	31-32/
b. Mathematics	00	01	02	03	04	05	06	33-34/
c. Science	00	01	02	03	04	05	06	35-36/
d. History	00	01	02	03	04	05	06	37-38/
e. Other Social Studies	00	01	02	03	04	05	06	39-40/
f. Computer Education	00	01	02	03	04	05	06	41-42/
g. Foreign Language	00	01	02	03	04	05	06	43-44/
h. Art	00	01	02	03	04	05	06	45-46/
i. Music	00	01	02	03	04	05	06	47-48/
j. Physical Education	00	01	02	03	04	05	06	49-50/
k. Health	00	01	02	03	04	05	06	51-52/
l. Family Life and Sex Education	00	01	02	03	04	05	06	53-54/
m. Moral/Ethics Education	00	01	02	03	04	05	06	55-56/
n. Religious Education	00	01	02	03	04	05	06	57-58/
o. Other	00	01	02	03	04	05	06	59-60/

DECK 08- BEGIN DECK 09

71. **Are the following activities available to tenth grade students in your school?**

(CIRCLE ONE ON EACH LINE)

	No	**Yes**	
a. Academic honor societies	1	2	61/
b. Band/Orchestra	1	2	62/
c. Chorus or choir	1	2	63/
d. Computer club(s)	1	2	64/
e. Drama club(s)	1	2	65/
f. Service club(s) or projects	1	2	66/
g. Mathematics club(s)	1	2	67/
h. Science club(s)	1	2	68/
i. History club(s)	1	2	69/
j. Foreign language club(s)	1	2	70/
k. Other subject matter club(s) (e.g., art)	1	2	71/
l. Science fairs	1	2	72/
m. Student council(s)	1	2	73/
n. Student newspaper	1	2	74/
o. Student yearbook	1	2	75/
p. Orchestra	1	2	76/
q. Religious organizations	1	2	BEGIN DECK 09 08/
r. Debate or speech teams	1	2	09/
s. Interscholastic sports	1	2	10/
t. Intramural sports	1	2	11/
u. Vocational education club(s)	1	2	12/
v. Cheerleading and related activities	1	2	13/
w. International clubs or activities	1	2	14/

72. **Does your school have a policy requiring students to maintain a minimum grade point average in order to participate in school activities such as organized team sports or theatrical productions?**

	(CIRCLE ONE)	
Does not apply	1	15/
No	2	
Yes	3	

73. **Please indicate whether the following programs have NEVER BEEN USED in your school, have been used at your school in the PAST 3 years, are part of your CURRENT program, or may be added in the FUTURE.**

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Never Used	Used in the past 3 years	Currently Using	Plan to use in the Future	
a. Common academic coursework for all students in the same curricular program/track	1	1	1	1	16-19/
b. Independent study projects for all students in English or social studies	1	1	1	1	20-23/
c. Independent study projects for all students in math or science	1	1	1	1	24-27/
d. Departments organized with their own chairpersons or heads	1	1	1	1	28-31/
e. Interdisciplinary teams of teachers who share the same students	1	1	1	1	32-35/
f. Common planning period for members of the same departments	1	1	1	1	36-39/
g. Students assigned to the same homeroom or advisory teachers for all years in high school	1	1	1	1	40-43/

DECK 09 - BEGIN DECK 10

(CIRCLE ALL THAT APPLY ON EACH LINE)

		Never Used	**Used in the past 3 years**	**Currently Using**	**Plan to use in the Future**	
h.	Classes organized for cooperative learning where students earn group rewards for mastery of academic skills	1	1	1	1	44-47/
i.	Students from more than one curricular program/track are assigned to the same academic classes	1	1	1	1	48-51/
j.	Flexible time for class periods	1	1	1	1	52-55/
k.	Parents formally recruited and trained to work as school volunteers	1	1	1	1	56-59/
l.	Workshops offered to parents on adolescent problems, drug/alcohol abuse prevention	1	1	1	1	60-63/
m.	Teachers frequently send information to parents on how to help their adolescents study	1	1	1	1	64-67/
n.	P.T.A. or P.T.O. with elected officers and active committees	1	1	1	1	68-71/
o.	Parent-teacher conferences every semester	1	1	1	1	72-75/
						BEGIN DECK 10
p.	Staff development in adolescent characteristics and specific teaching strategies for secondary school students	1	1	1	1	08-11/
q.	Schools-within-a-school with their own administrative staffs such as alternative or magnet school programs	1	1	1	1	12-15/
r.	Curriculum revisions to emphasize critical thinking skills	1	1	1	1	16-19/
s.	Increased graduation requirements in major academic subjects	1	1	1	1	20-23/

74. Please indicate in which grades each of the following subjects are offered by your high school.

(CIRCLE AT LEAST ONE ON EACH LINE)

	Not Offered	9th Grade	10th Grade	11th Grade	12th Grade	
a. English taught as a second language (either in English or in students' native tongue)	1	1	1	1	1	24-28/
b. Students' mother tongue taught as a first language (other than English)	1	1	1	1	1	29-33/
c. Courses for language minority students on their native culture or history	1	1	1	1	1	34-38/

75. Please mark which math and science courses are offered at your school. Also mark all Advanced Placement courses and those courses which are offered to your students at the college and/or university level.

○

39/

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Course Not Offered	Regular Course	Advanced Placement (AP) Course	College or University Level Course	
a. Life science	1	1	1	1	40-43/
b. Earth science	1	1	1	1	44-47/
c. Physical science	1	1	1	1	48-51/
d. General science grade 9	1	1	1	1	52-55/
e. General science grades 10-12	1	1	1	1	56-59/
f. Biology 1st year	1	1	1	1	60-63/
g. Biology 2nd year	1	1	1	1	64-67/
h. Chemistry 1st year	1	1	1	1	68-71/
i. Chemistry 2nd year	1	1	1	1	72-75/

BEGIN DECK 11 - DECK 12

(CIRCLE ALL THAT APPLY ON EACH LINE)

	Course not Offered	Regular Course	Advanced Placement (AP) Course	College or University Level Course	
j. Physics 1st year	1	1	1	1	08-11/
k. Physics 2nd year	1	1	1	1	12-15/
l. Astronomy	1	1	1	1	16-19/
m. Anatomy	1	1	1	1	20-23/
n. Physiology	1	1	1	1	24-27/
o. Zoology	1	1	1	1	28-31/
p. Ecology, environmental science	1	1	1	1	32-35/
q. Other science	1	1	1	1	36-39/
r. General mathematics, grade 9	1	1	1	1	40-43/
s. General mathematics, grades 10-12	1	1	1	1	44-47/
t. Business mathematics	1	1	1	1	48-51/
u. Consumer mathematics	1	1	1	1	52-55/
v. Remedial mathematics	1	1	1	1	56-59/
w. Pre-algebra/Introduction to algebra	1	1	1	1	60-63/
x. Algebra, 1st year	1	1	1	1	64-67/
y. Algebra, 2nd year	1	1	1	1	68-71/
z. Geometry	1	1	1	1	72-75/
aa. Trigonometry	1	1	1	1	BEGIN DECK 12 08-11/

(CIRCLE ALL THAT APPLY ON EACH LINE)

		Course not Offered	Regular Course	Advanced Placement (AP) Course	College or University Level Course	
bb.	Probability/ Statistics	1	1	1	1	12-15/
cc.	Advanced senior mathematics, not including calculus	1	1	1	1	16-19/
dd.	Advanced senior mathematics, including some calculus	1	1	1	1	20-23/
ee.	Calculus	1	1	1	1	24-27/
ff.	Advanced placement calculus	1	1	1	1	28-31/
gg.	Other mathematics	1	1	1	1	32-35/
hh.	Computer programming	1	1	1	1	36-39/

76. **Including mathematics, science, English, history and other subject areas, what is the total number of Advanced Placement courses offered at your school?**
○ 40/

(IF NONE, WRITE "00" AND SKIP TO QUESTION 80)

|__|__| courses 41-42/

77. **How many students in the tenth grade are enrolled in Advanced Placement courses? (Please give your best estimate.)**

(WRITE IN THE NUMBER; OR MARK ZERO BOX IF NONE)

|_|_|_| students 43-45/ |__| Zero students

78. **How many Language Minority* students are enrolled in Advanced Placement courses? (Please give your best estimate.)**

(WRITE IN THE NUMBER; OR MARK ZERO BOX IF NONE)

|_|_|_| students 46-48/ |__| Zero students

A Language Minority student is a student in whose home a non-English language is typically spoken. This group includes students whose English is fluent enough to benefit from instruction offered in English.

79. What criteria are used for admitting students to Advanced Placement courses in your school?

(CIRCLE ALL THAT APPLY)

a.	Teacher recommendation	1	49/
b.	Parent request	1	50/
c.	Student request	1	51/
d.	Student academic record	1	52/
e.	Standardized test scores	1	53/
f.	Amount of prior student coursework in that subject	1	54/
g.	Level of prior student coursework in that subject	1	55/
h.	Other (WRITE IN BELOW)	1	56/

____

80. How many of your tenth grade students take upper division (11th & 12th grade) courses?

(IF NONE, WRITE "000")

|__|__|__| students 57-59/

81. Does your school keep records on the number of students who drop out every year?

No	1	60/
Yes	2	

82. Does your school have a dropout prevention program?

○ 61/

(CIRCLE ONE)

No	1	**(SKIP TO QUESTION 89)**	62/
Yes	2		

83. How many tenth-grade students are currently in this dropout prevention program? (Please give your best estimate.)

(WRITE IN THE NUMBER; OR MARK ZERO BOX IF NONE)

|__|__|__|__| Students 63-66/ |__| Zero students

84. On what bases are students recommended for your dropout prevention program?

○
67/

CIRCLE ALL THAT APPLY)

a.	Absentee record	1	68/
b.	Academic performance	1	69/
c.	Teacher's referral	1	70/
d.	Counselor's referral	1	71/
e.	Parental request	1	72/
f.	Student request	1	73/
g.	Disciplinary problems	1	74/

DROPOUT PREVENTION PROGRAMS OPERATE IN A VARIETY OF WAYS TO RETAIN STUDENTS IN SCHOOL. SOME PROGRAMS STRUCTURE OPPORTUNITIES FOR STUDENTS TO EXPERIENCE ACADEMIC SUCCESS BY TAILORING CURRICULA OR PROVIDING ADDITIONAL INSTRUCTION. SOME PROGRAMS CREATE CONDITIONS FOR STUDENTS TO HAVE POSITIVE RELATIONSHIPS WITH PEERS OR ADULTS IN THE SCHOOL. OTHER PROGRAMS ATTEMPT TO MAKE STUDENTS MORE AWARE OF THE IMPORTANCE OF EDUCATION TO THEIR FUTURE. STILL OTHERS ATTEMPT TO HELP STUDENTS DEAL WITH EXTERNAL EVENTS IN THE FAMILY AND COMMUNITY THAT PREVENT THEM FROM DOING WELL IN SCHOOL.

85. To what extent are the following issues addressed by your school's dropout prevention program(s)?

(CIRCLE ONE ON EACH LINE)

		Does not apply	Minor emphasis	Major emphasis	BEGIN DECK 13
a.	Providing opportunities for academic success	1	2	3	08/
b.	Providing positive social relationships in school	1	2	3	09/
c.	Communicating the relevance of education to future endeavors.	1	2	3	10/
d.	Reducing the negative impact of family or community.	1	2	3	11/

86. Are formal classes held in your dropout prevention program?

No .... 1 **(SKIP TO QUESTION 88)** 12/

Yes 2

87. When are classes held for your dropout prevention program?

(CIRCLE ONE ON EACH LINE)

		Does Not Meet	Regular School Hours	Evening Hours	
a.	Monday	1	2	3	13/
b.	Tuesday	1	2	3	14/
c.	Wednesday	1	2	3	15/
d.	Thursday	1	2	3	16/
e.	Friday	1	2	3	17/
f.	Saturday	1	2	3	18/
g.	Sunday	1	2	3	19/

88. Which of the following services does your dropout prevention program offer?

(CIRCLE ALL THAT APPLY)

a.	Special instructional programs	1	20/
b.	Tutoring by teachers	1	21/
c.	Peer tutoring	1	22/
d.	Incentives for better attendance or classroom performance	1	23/
e.	Close monitoring of student attendance or classroom performance	1	24/
f.	Individual or group counseling	1	25/
g.	Career counseling	1	26/
h.	Job placement assistance	1	27/
i.	Health care	1	28/
j.	Childcare or nurseries for children of students	1	29/

89. **Does your state and/or district offer a financial award or recognition to schools for raising student achievement levels?**

(CIRCLE ONE)

No 1 30/

Yes 2

90. **If a person other than the school principal has answered Sections I to VI, please enter the following information:**

Last Name (please print) 31-50/	First Name 51-65/	Middle Initial 66/

Title BEGIN DECK 14 08-37/

	(CIRCLE ONE)	(CIRCLE ONE)
( )	Home 1	Best time AM.....1
Telephone Number	Office 2	to call PM......2
38-47/	48/	49/

THE FOLLOWING SECTION SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL ONLY.

BEGIN DECK 15

THIS SECTION SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL ONLY

VII. SCHOOL CLIMATE

91. Using the scale below, how much emphasis does each of the following receive in your school?

(CIRCLE ONE ON EACH LINE)

	No emphasis		Minor emphasis		Major emphasis	
a. Giving the staff responsibility for analyzing and solving school problems	1	2	3	4	5	08/
b. Establishing a stable staff by reducing faculty transfers	1	2	3	4	5	09/
c. Changing curriculum (e.g., increasing academic course requirements)	1	2	3	4	5	10/
d. Staff development activities	1	2	3	4	5	11/
e. Promoting parental support and involvement	1	2	3	4	5	12/
f. Publicizing and honoring academic achievement	1	2	3	4	5	13/
g. Promoting student participation in team and extracurricular activities	1	2	3	4	5	14/
h. Monitoring student academic progress	1	2	3	4	5	15/

92. Over the past three years, what percentage of the teachers in your school would you consider to have been: (If none, enter "000". Percentages should sum to 100%)

(WRITE IN THE PERCENT)

a. Poor teachers .... |__|__|__| % 16-18/

b. Fair teachers .... |__|__|__| % 19-21/

c. Good teachers .... |__|__|__| % 22-24/

d. Excellent teachers .... |__|__|__| % 25-27/

93. Indicate how much each of the characteristics listed below describes your school's climate.

(CIRCLE ONE ON EACH LINE)

	Not accurate at all		Somewhat Accurate		Very Accurate	
a. Discipline is emphasized at this school	1	2	3	4	5	28/
b. Students place a high priority on learning	1	2	3	4	5	29/
c. Classroom activities are highly structured	1	2	3	4	5	30/
d. Teachers at this school press students to achieve academically.	1	2	3	4	5	31/
e. Students are expected to do homework	1	2	3	4	5	32/
f. Teacher morale is high	1	2	3	4	5	33/
g. Student morale is high	1	2	3	4	5	34/
h. The school emphasizes sports	1	2	3	4	5	35/
i. Students are encouraged to compete for grades	1	2	3	4	5	36/
j. Counselors and teachers encourage students to enroll in academic classes	1	2	3	4	5	37/
k. Teachers have a negative attitude about students	1	2	3	4	5	38/
l. Teachers find it difficult to motivate students	1	2	3	4	5	39/
m. There is conflict between teachers and administrators	1	2	3	4	5	40/

DECK 15

94. **Please indicate which of the following rules exist in your school.**

(CIRCLE ONE ON EACH LINE)

		No	**Yes**	
a.	Visitors are required to sign in or report at the main office	1	2	41/
b.	Hall passes are required to visit the library	1	2	42/
c.	Hall passes are required to visit the lavatory	1	2	43/
d.	Hall passes are required to visit the principal or a teacher's office	1	2	44/
e.	Hall passes are required to visit a counselor	1	2	45/
f.	Student uniforms are required	1	2	46/
g.	Certain forms of student dress are forbidden	1	2	47/
h.	Students are prohibited from leaving the school or school grounds during school hours	1	2	48/
i.	Rules prohibiting student involvement with gangs on school grounds are enforced	1	2	49/

95. **Indicate the degree to which each of the following is a problem with students in your school.**

(CIRCLE ONE ON EACH LINE)

		Not a Problem	**Minor Problem**	**Moderate Problem**	**Serious Problem**	
a.	Tardiness	1	2	3	4	50/
b.	Absenteeism	1	2	3	4	51/
c.	Class cutting	1	2	3	4	52/
d.	Physical conflicts among students	1	2	3	4	53/
e.	Gang activity	1	2	3	4	54/
f.	Robbery or theft	1	2	3	4	55/
g.	Vandalism	1	2	3	4	56/
h.	Use of alcohol	1	2	3	4	57/
i.	Use of illegal drugs	1	2	3	4	58/

(CIRCLE ONE ON EACH LINE)

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem	
j. Possession of weapons	1	2	3	4	59/
k. Physical abuse of teachers	1	2	3	4	60/
l. Verbal abuse of teachers	1	2	3	4	61/
m. Racial/ethnic conflict among students	1	2	3	4	62/

96. In your school, what happens to a student who is caught doing one of the following? (Expulsion means the student is asked to permanently withdraw; suspension means the student is asked to leave for a period of time, but is permitted to come back to the school at some later date.)

(CIRCLE ALL THAT APPLY)

FIRST OCCURRENCE	No Action and No Warning Issued	Detention or Minor Discipli-nary Action	In-school Suspension	Out-of-School Suspension	Transfer Student to Another School	Ex-pulsion	
a. Cheating on tests	0	1	2	3	4	5	63-68/
b. Skipping classes	0	1	2	3	4	5	69-74/
c. Skipping school for one or two days	0	1	2	3	4	5	BEGIN DECK 16 08-13/
d. Skipping school for three days or more	0	1	2	3	4	5	14-19/
e. Physical injury to another student	0	1	2	3	4	5	20-25/
f. Possession of alcohol	0	1	2	3	4	5	26-31/
g. Possession of illegal drugs	0	1	2	3	4	5	32-37/

(CIRCLE ALL THAT APPLY)

FIRST OCCURRENCE	No Action and No Warning Issued	Detention or Minor Disciplinary Action	In-school Suspension	Out-of-School Suspension	Transfer Student to Another School	Expulsion	
h. Selling illegal drugs	0	1	2	3	4	5	38-43/
i. Possession of weapons	0	1	2	3	4	5	44-49/
j. Use of alcohol at school	0	1	2	3	4	5	50-55/
k. Use of illegal drugs at school	0	1	2	3	4	5	56-61/
l. Smoking at school	0	1	2	3	4	5	62-67/
m. Verbal abuse of teachers or staff members	0	1	2	3	4	5	68-73/
n. Physical injury to a teacher or staff member	0	1	2	3	4	5	BEGIN DECK 17 08-13/
o. Theft of school property	0	1	2	3	4	5	14-19/
p. Classroom disturbance	0	1	2	3	4	5	20-25/
q. Use of profanity in class	0	1	2	3	4	5	26-31/

(CIRCLE ALL THAT APPLY)

	REPEATED OCCURRENCES	**No Action and No Warning Issued**	**Detention or Minor Discipli-nary Action**	**In-school Suspension**	**Out-of-School Suspension**	**Transfer Student to Another School**	**Ex-pulsion**	
aa.	Cheating on tests	0	1	2	3	4	5	32-37/
bb.	Skipping classes	0	1	2	3	4	5	38-43/
cc.	Skipping school for one or two days	0	1	2	3	4	5	44-49/
dd.	Skipping school for three days or more	0	1	2	3	4	5	50-55/
ee.	Physical injury to another student	0	1	2	3	4	5	56-61/
ff.	Possession of alcohol	0	1	2	3	4	5	62-67/
gg.	Possession of illegal drugs	0	1	2	3	4	5	68-73/
hh.	Selling illegal drugs	0	1	2	3	4	5	BEGIN DECK 18 08-13/
ii.	Possession of weapons	0	1	2	3	4	5	14-19/
jj.	Use of alcohol at school	0	1	2	3	4	5	20-25/
kk.	Use of illegal drugs at school	0	1	2	3	4	5	26-31/
ll.	Smoking at school	0	1	2	3	4	5	32-37/
mm.	Verbal abuse of teachers or staff members	0	1	2	3	4	5	38-43/
nn.	Physical injury to a teacher or staff member	0	1	2	3	4	5	44-49/

(CIRCLE ALL THAT APPLY)

REPEATED OCCURRENCES	**No Action and No Warning Issued**	**Detention or Minor Disciplinary Action**	**In-school Suspension**	**Out-of-School Suspension**	**Transfer Student to Another School**	**Expulsion**	
oo. Theft of school property	0	1	2	3	4	5	50-55/
pp. Classroom disturbance	0	1	2	3	4	5	56-61/
qq. Use of profanity in class	0	1	2	3	4	5	62-67/

97. **Indicate the degree to which you believe each of the following factors influences students to drop out of your school.**

(CIRCLE ONE ON EACH LINE)

	No Influence		**Some Influence**		**Major Influence**	
a Family problems	1	2	3	4	5	68/
b Gang activity	1	2	3	4	5	69/
c. Teenage pregnancy	1	2	3	4	5	70/
d. Need to support family/self	1	2	3	4	5	71/
e. Peer pressure	1	2	3	4	5	72/
f. Illness	1	2	3	4	5	73/
g. Illegal drug use	1	2	3	4	5	74/
h. Alcohol problems	1	2	3	4	5	75/
i. Poor academic performance	1	2	3	4	5	76/
j. Student disinterest in learning	1	2	3	4	5	BEGIN DECK 19 08/
k. Lack of parental support	1	2	3	4	5	09/
l. Low teacher expectations for student performance	1	2	3	4	5	10/
m. Low student expectations for payoff to education	1	2	3	4	5	11/

98. How much influence do you as a principal have over ...

(CIRCLE ONE ON EACH LINE)

	No Influence		Some Influence		Major Influence	
a. hiring teachers?	1	2	3	4	5	12/
b. hiring custodians/building engineers?	1	2	3	4	5	13/
c. dismissing school personnel?	1	2	3	4	5	14/
d. setting teacher performance standards?	1	2	3	4	5	15/
e. setting curricular guidelines?	1	2	3	4	5	16/
f. influencing instructional practices?	1	2	3	4	5	17/
g. approving teacher bonuses?	1	2	3	4	5	18/
h. establishing homework policies?	1	2	3	4	5	19/
i. creating new programs (such as dropout and drug prevention programs)?	1	2	3	4	5	20/
j. purchasing school supplies?	1	2	3	4	5	21/
k. purchasing school equipment?	1	2	3	4	5	22/
l. distributing funds within the school?	1	2	3	4	5	23/

99. **How would you characterize your school's relationship with each of the following individuals or groups?**

(CIRCLE ONE ON EACH LINE)

		Conflictual	Somewhat Cooperative	Cooperative	Very Cooperative	
a.	Parents	1	2	3	4	24/
b.	Superintendent	1	2	3	4	25/
c.	School board or Governing board	1	2	3	4	26/
d.	Central office administrators	1	2	3	4	27/
e.	Teachers' association or union (including but not limited to the contract)	1	2	3	4	28/

100. **Since the beginning of the current school year, about how many students' parents have you or your administrative staff met with individually to discuss their child's behavior or academic performance?**

(IF NONE, WRITE "0000")

|__|__|__|__| parents 29-32/

101. **In the first half of the current school year, what percentage of parents or family members of students in the ninth through twelfth grades contributed volunteer time?**

(IF NONE, WRITE "000")

|__|__|__| % 33-35/

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102. How often do the following take place at your school?

(CIRCLE ONE ON EACH LINE)

	Never	Seldom	Sometimes	Usually	Always	
a. Parents are notified of student absences	0	1	2	3	4	36/
b. Parents are given interim reports during the grading period	0	1	2	3	4	37/
c. Parents are notified when a student is sent to the principal's office for disruptive behavior	0	1	2	3	4	38/
d. Parent conferences are scheduled at parent's request	0	1	2	3	4	39/
e. Parent conferences are scheduled at school's request	0	1	2	3	4	40/
f. Parents are encouraged to be involved in policy decisions	0	1	2	3	4	41/
g. Parent-school associations are encouraged by the school	0	1	2	3	4	42/

103. How much influence do you feel each of the following has upon how your performance is evaluated by your superiors?

(CIRCLE ONE ON EACH LINE)

	No Influence		Minor Influence		Great Deal of Influence	
a. The performance of your school's students on standardized tests	1	2	3	4	5	43/
b. A good disciplinary environment in the school	1	2	3	4	5	44/
c. Efficient administration	1	2	3	4	5	45/
d. Parent or community support	1	2	3	4	5	46/

BEGIN DECK 20

104. **Please provide the information requested below so we can reach you if any clarification of your responses is needed.**

○ 08/

______________________ Last Name (please print) 09-28/

______________________ First Name 29-43/

______ Middle Initial 44/

______________________ Title 45-74/

BEGIN DECK 21

(____)______________ Telephone number 08-17/

(CIRCLE ONE)
Home 1
Office 2
18/

Best time of day to call: ____________ 19-22/

(CIRCLE ONE)
AM....1
PM....2
23/

DATE COMPLETED |__|__| Month 24-25/ |__|__| Day 26-27/ 19 |__|__| Year 28-29/

THANK YOU FOR YOUR COOPERATION.

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Appendix H

NELS:88 Second Follow-Up

School Administrator Questionnaire

Note: For the user's convenience, some second follow-up questionnaire variables were recoded to facilitate using NELS:88 second follow-up student-level school data in cross-wave and cross-cohort analyses. These recodes generally involved the reordering of item values. Questionnaire item values appearing in this appendix reflect these recodes, as does the school questionnaire

OMB
NORC 4521
Form Approved
OMB No. 1850-0652
App. Exp.: 7/19/92

NATIONAL EDUCATION LONGITUDINAL

STUDY OF 1988

SECOND FOLLOW-UP

SCHOOL ADMINISTRATOR QUESTIONNAIRE

Prepared for the U.S. Department of Education
National Center for Education Statistics

By: National Opinion Research Center (NORC),
A Social Science Research Center
at the University of Chicago

USES OF THE DATA

The data from the survey will be used by educators and by federal and state policy makers to address the important issues facing the nation's schools: educational standards, curriculum tracking, dropping out of school, the education of the disadvantaged, the needs of language minority students, incentives for attracting students to the study of science and mathematics, and the features of effective schools.

CONFIDENTIALITY

As a matter of policy, the National Center for Education Statistics is required to protect the privacy of individuals who participate in surveys. We want to let you know that:

1. Section 406 of the General Education Provisions Act (20-USC 1221e-1) and Public Law 100-297 allow us to ask you the questions in this questionnaire.
2. We are asking you these questions in order to gather information about what happens to students when they decide to leave school and make decisions about what they are going to do after leaving.
3. You may skip any questions you do not wish to answer; however, we hope you answer as many questions as you can.
4. Your responses will be merged with those of others, and answers you give will never be identified as yours.

The public reporting burden for this collection of information is estimated to average 45 minutes. Send comments regarding this burden estimate, or any other aspect of this collection of information, to: U.S. Department of Education Information Management and Compliance Division, Washington, D.C. 20202-4651 and to the Office of Management and Budget Paperwork Reduction Project, Washington, D.C. 20503.

INTRODUCTION

This questionnaire is directed to the school principal. It is divided into five sections. The first four sections mainly request factual information about this school and its programs. These sections can be answered either by the principal or by a designee who is able to provide the desired information. The final section asks for judgmental evaluations about the school policies and governance, and we ask that this section be completed by the principal.

Some factual questions may request information that is not readily available from school records (e.g., the racial/ethnic composition of the twelfth grade student body). Informed estimates are acceptable for such questions. Please answer directly on the questionnaire by circling the appropriate response number or by writing your response in the space provided.

We realize that you are very busy; however, we hope that you can complete the questionnaire and return it to NORC *within the next two weeks.* To protect the confidentiality of your responses, we suggest that you return the completed questionnaire in the confidential return envelope provided for this purpose. Your responses will be kept in confidence. If you have any questions, please call Terry Burke at NORC at 1-800-788-7203 during normal business hours (8:30AM - 5:00PM CST).

Thank you very much for your help.

I. SCHOOL CHARACTERISTICS

1. ☐ **As of October 1, 1991 (or the most recent date for which data are available), what was the total student enrollment in your school?**

(WRITE IN NUMBER BELOW)

|___|___|___|___| **Number of students**

2. ☐ **As of October 1, 1991 (or the most recent date for which data are available), what was the total 12th grade student enrollment in your school?**

(WRITE IN NUMBER BELOW)

|___|___|___|___| **Number of students**

3. ☐ **Check each grade level included in your school. Include lowest and highest grades.**

PK	K	01	02	03	04	05	06	07	08	09	10	11	12	13+
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

4. ☐ **Which of these characterize your school?**

(MARK ONE ON EACH LINE)

		Yes	**No**
a.	Comprehensive public school (not including magnet school or school of choice)	1	2
b.	Public magnet school (e.g., whole school, magnet program, school within a school)	1	2
c.	Public school of choice (open enrollment/non-specialized curriculum)	1	2
d.	Year-round school	1	2
e.	Area vocational school	1	2
f.	Other technical or vocational school	1	2
g.	Catholic diocesan	1	2
h.	Catholic parish	1	2
i.	Catholic religious order	1	2
j.	Other private, religious affiliation	1	2
k.	Private school, no religious affiliation	1	2
l.	Boarding school	1	2
m.	Indian reservation school	1	2
n.	Military academy	1	2
o.	Alternative/Stay-in-School/Dropout Prevention School	1	2

5. How many days are in the school year for 12th grade students in your school?

(WRITE IN NUMBER BELOW)

|___|___|___| **Number of school days**

6. What is a typical full academic class load for *Seniors* in your school per semester or term?

(WRITE IN NUMBER BELOW)

|___|___| **Number of Classes**

7. Approximately what percentage of your 12th grade students is in each of the following instructional programs? Percentages should sum to 100%.

☐

(WRITE IN THE PERCENT; OR WRITE "000" IF NO STUDENTS ARE IN A GIVEN PROGRAM)

Percent of Students

a. General high school program . . . . |___|___|___| %

b. College prep, academic, or specialized academic (such as Science or Math) . . . . |___|___|___| %

c. Other specialized high school program (such as Fine Arts) . . . . |___|___|___| %

d. Vocational, technical, or business:

  1. Industrial Arts/Technology education . . . . |___|___|___| %

  2. Agricultural occupations . . . . |___|___|___| %

  3. Business or office occupations . . . . |___|___|___| %

  4. Marketing or Distributive education . . . . |___|___|___| %

  5. Health occupations . . . . |___|___|___| %

  6. Home economics occupations . . . . |___|___|___| %

  7. Consumer and homemaking education . . . . |___|___|___| %

  8. Technical occupations . . . . |___|___|___| %

  9. Trade or industrial occupations . . . . |___|___|___| %

e. Special Education program . . . . |___|___|___| %

f. Alternative program . . . . |___|___|___| %

g. Other (SPECIFY)________________________ . . . . |___|___|___| %

8A. If any students in your school are in vocational programs, how is a vocational completer defined?

(MARK ALL THAT APPLY)

a. No students in vocational programs .... 00 **--> SKIP TO QUESTION 9**

b. No definition of vocational completer used .... 01 **--> SKIP TO QUESTION 9**

c. Attainment of nationally-established credential or license, or vocational diploma or certificate 02

d. Completion of specified sequence of vocational courses within an occupational area 03

e. Completion of specified number of vocational courses or credit hours within an occupational area 04

f. Completion of a minimum number of vocational courses or credit hours (regardless of occupational area) 05

g. Other (SPECIFY) ____________________ 06

8B. If your definition of a vocational completer includes minimum course or credit requirements, please enter those requirements below.

(CIRCLE "0" IN COLUMN A OR ENTER A NUMBER IN EITHER COLUMN B OR C ON EACH LINE)

	A.	**B.**	**C.**
Vocational/Occupational area	**No Minimum established**	**Minimum number of courses**	**Minimum number of credits**
Agriculture	0	|_|_|_|	|_|_|_|
Business/Office	0	|_|_|_|	|_|_|_|
Occupational Health	0	|_|_|_|	|_|_|_|
Marketing/Distribution	0	|_|_|_|	|_|_|_|
Occupational home economics	0	|_|_|_|	|_|_|_|
Building/Construction	0	|_|_|_|	|_|_|_|
Mechanics/Repair	0	|_|_|_|	|_|_|_|
Precision production	0	|_|_|_|	|_|_|_|
Other	0	|_|_|_|	|_|_|_|

9. **Which of the following vocational services or programs are available to students through either your school or school district?**

(MARK ONE ON EACH LINE)

Service/Program	**School**	**District**	**Both**
Job placement services	01	02	03
Counseling on transition to employment	01	02	03
Cooperative education program	01	02	03
Other work experience programs	01	02	03
Vocational interest/ability assessment	01	02	03
Tech-prep (2 + 2) program	01	02	03
Programs to eliminate sex bias in vocational education	01	02	03
Vocational student organizations (e.g., DECA)	01	02	03

10. **Do students at your school take vocational courses at this school, at a community college, or at an area vocational school?**

(MARK ONE ON EACH LINE)

	Yes	**No**
a. This school	01	02
b. A community college	01	02
c. An area vocational school	01	02

11. **Approximately what percentage of your 12th grade students received any of the following services during the first half of the school year? Please give your best estimate.**

(MARK ONE ON EACH LINE)

		0-10%	11-24%	25-49%	50-74%	75-100%	School Doesn't Offer
a.	Teacher/Parent conference	01	02	03	04	05	06
b.	Home visits by teachers	01	02	03	04	05	06
c.	Psychological counseling	01	02	03	04	05	06
d.	Family counseling	01	02	03	04	05	06
e.	Tutoring by teachers	01	02	03	04	05	06
f.	Peer tutoring	01	02	03	04	05	06

12. **How often do staff at your school engage in the following activities, if at all?**

(MARK ONE ON EACH LINE)

		Never	**Seldom**	**Sometimes**	**Often**
a.	Encouraging 12th graders to visit colleges	1	2	3	4
b.	Contacting parents regarding student college selection	1	2	3	4
c.	Assisting 12th graders with college applications	1	2	3	4
d.	Assisting 12th graders in completing financial aid applications	1	2	3	4
e.	Contacting college representatives for 12th graders	1	2	3	4
f.	Providing letters of recommendation to colleges and universities	1	2	3	4

13. **What percentage of 12th grade students do the following at or through your school?**

(MARK ONE ON EACH LINE)

		0-10%	**11-24%**	**25-49%**	**50-74%**	**75-100%**	**School doesn't offer**
a.	Attend programs on college application procedures	01	02	03	04	05	06
b.	Attend programs on financial aid	01	02	03	04	05	06
c.	Attend school SAT/ACT courses	01	02	03	04	05	06
d.	Attend college fairs	01	02	03	04	05	06
e.	Meet with college representatives	01	02	03	04	05	06
f.	Participate in Talent Search	01	02	03	04	05	06
g.	Participate in Upward Bound	01	02	03	04	05	06
h.	Participate in some other program that academically prepares minority and disadvantaged students for college.	01	02	03	04	05	06

14. Approximately how many colleges sent a representative to your school to talk with college-bound students during the 1990-91 school year?

(WRITE IN NUMBER BELOW)

|___|___|___| **Number of colleges**

15. Does your school provide the following services to students in their transition from high school to full-time employment?

(MARK ONE ON EACH LINE)

		Yes	No
a.	Interest inventories	1	2
b.	Job fairs	1	2
c.	Letters of recommendation	1	2
d.	Conduct practice interviews	1	2
e.	Arrange interviews with employers	1	2
f.	Job placement courses	1	2

16. Does your school have a vocational education program, that is, a program which provides a series of courses providing skills for employment in trade or business?

(MARK ONE)

a. Yes 1

b. No . . . . 2 **-> SKIP TO QUESTION 18 ON PAGE 8**

17. Are students selected for a vocational education program based on the following criteria?

(MARK ONE ON EACH LINE)

		Yes	No
a.	Student selection	1	2
b.	Teacher referral	1	2
c.	Grade point average	1	2
d.	Counselor referral	1	2
e.	Other	1	2

18. Are the following programs or services available to the 12th grade students in your school?

(MARK ONE ON EACH LINE)

		Yes	No
a.	Community work training (CWT)	1	2
b.	Project Alert	1	2
c.	Truancy/dropout program	1	2
d.	Workplace learning	1	2
e.	Adult mentorship	1	2
f.	Training in basic computer skills	1	2
g.	Computer programming training	1	2
h.	Principal's Scholar Program	1	2
i.	Youth motivation program	1	2

19. What percentage of 12th grade students use the following services provided by the school? Please give your best estimate.

(MARK ONE ON EACH LINE)

		0-10%	11-24%	25-49%	50-74%	75-100%	School does not offer
a.	Employment search assistance	01	02	03	04	05	06
b.	High school job placement counselor	01	02	03	04	05	06
c.	Career/employment readiness workshop/ seminars	01	02	03	04	05	06

20. **Do you have any of the following relationships with your local business community?**

(MARK ONE ON EACH LINE)

		Yes	**No**
a.	Employers ask the school to post a listing of job openings	1	2
b.	Employers ask the school to recommend students for job openings	1	2
c.	School has been adopted by a local business	1	2
d.	A local business sponsors an incentive program in your school (for example, offered to pay college tuition for high achievers)	1	2
e.	A local business organization is involved in efforts to promote safety and/or a drug-free environment at your school	1	2

II. STUDENT CHARACTERISTICS

21. **What is the average daily attendance (ADA) rate for *12th grade students* in your school this year? Include both excused absences and unexcused absences in figuring this rate.**

(WRITE IN THE PERCENT)

|___|___|___| % **Average Daily Attendance Rate**

22. **What percentage of the current 12th grade students are in the following ethnic groups? Please enter a number on each line. If none, enter "000". Percentages should sum to 100%.**

(WRITE IN THE PERCENT)

a. Asian or Pacific Islander .... |___|___|___| %

b. Hispanic .... |___|___|___| %

c. Black, not of Hispanic origin .... |___|___|___| %

d. White, not of Hispanic origin .... |___|___|___| %

e. American Indian or Alaskan Native .... |___|___|___| %

23. **What percentage of the current 12th grade students would you estimate lives in a single parent home? Please give your best estimate.**

(MARK ONE)

a. 0%-10% 01

b. 11%-24% 02

c. 25%-49% 03

d. 50%-74% 04

e. 75%-100% 05

24. ☐ **What percentage of the current 12th grade students is LEP or NEP?**[1]

	(MARK ONE)
a. None	00
b. Less than 10%	01
c. 10-19%	02
d. 20-29%	03
e. 30-39%	04
f. 40-49%	05
g. 50-59%	06
h. 60-69%	07
i. 70-79%	08
j. 80% or more	09

25. ☐ **What percentage of the total student body in your school receives the following special services?**

	(WRITE IN THE PERCENT)
a. Free or reduced-price school lunch program	|___|___|___| %
b. Remedial reading	|___|___|___| %
c. Remedial math	|___|___|___| %
d. Alternative school program	|___|___|___| %
e. Special programs for pregnant girls and/or teenage mothers	|___|___|___| %
f. Bilingual education	|___|___|___| %
g. English as a Second Language[2]	|___|___|___| %
h. Special Education (student with IEP)[3]	|___|___|___| %
i. College Board Advanced Placement courses	|___|___|___| %
j. Vocational education	|___|___|___| %
k. Off-campus work experience for credit	|___|___|___| %

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[1] Limited-English-Proficient (LEP) or Non-English Proficient (NEP) Students: Language minority student, either LEP or NEP, whose native language is one other than English and whose skills in listening to, speaking, reading, or writing English are such that he/she derives little or no benefit from school instruction delivered in English.

[2] English-as-a-Second Language (ESL): An instructional program designed to teach English language skills in listening, speaking, reading, and writing to students whose native language is one other than English.

[3] Individualized Education Plan.

BEST COPY AVAILABLE

26. **What percent of students at your school who enter the 12th grade drop out before graduation? Do not include students who transfer to other schools. Please give your best estimate.**

(WRITE IN THE PERCENT; OR WRITE IN "000" IF NONE)

|___|___|___| %

27. **Approximately what percent of the 1990-91 graduating class went on to the following? Please give your best estimate.**

(MARK ONE ON EACH LINE)

		0%	**1-10%**	**11-24%**	**25-49%**	**50-74%**	**75-100%**
a.	Two-Year College	01	02	03	04	05	06
b.	Four-Year College	01	02	03	04	05	06
c.	Vocational-Technical School	01	02	03	04	05	06
d.	Business School	01	02	03	04	05	06
e.	Employer training program	01	02	03	04	05	06
f.	Union or Labor/ Management Association Apprenticeship	01	02	03	04	05	06

28. **What percentage of the 1990-91 graduating class went into a branch of military service?**

(WRITE IN THE PERCENT; OR WRITE IN "000" IF NONE)

|___|___|___| %

III. TEACHING STAFF CHARACTERISTICS

29. **How many full-time and part-time teachers work in your school?**
☐

(WRITE IN THE NUMBERS)

|___|___|___| Number of full-time teachers |___|___|___| Number of part-time teachers

30. **Is your school organized into departments (or divided into subject areas)?**

(MARK ONE)

Yes 1
No . . . . 2 **--> SKIP TO QUESTION 36 ON PAGE 15**

31. **If yes, how many departments or subject areas are there?**

(WRITE IN NUMBER BELOW)

|___|___|___|

32. **Does your school formally designate a chair or head for departments or subject areas?**

(MARK ONE)

Yes 1
No . . . . 2 **--> SKIP TO QUESTION 35 ON PAGE 14**

33. **How are department or subject area chairs or heads selected?**

(MARK ONE)

a. Appointed by the principal 1
b. Rotation system 2
c. Elected by departmental faculty 3
d. By seniority 4
e. Other 5

34. Do department or subject area chairs or heads receive any of the following?

(MARK ONE ON EACH LINE)

	Yes	No
a. Extra pay	1	2
b. Reduction in teaching workload	1	2
c. Other benefit	1	2

35. For each of the subject areas listed below, please indicate whether or not your school has a formal department.

(MARK ONE ON EACH LINE)

		Yes	No
a.	Math	1	2
b.	Science	1	2
c.	Art	1	2
d.	Music	1	2
e.	English	1	2
f.	Foreign language	1	2
g.	Social science/Social studies	1	2
h.	History	1	2
i.	Vocational education	1	2
j.	Physical education	1	2
k.	Guidance counseling	1	2
l.	Special education	1	2

36. **For each of the subject areas listed below, please indicate the number of full-time faculty members and whether or not there are any part-time teachers in that subject area. Please give your best estimate.**

	Number of full-time faculty members in area					**Part-time teachers in area**	
	None	**1-5**	**6-10**	**11-15**	**Over 15**	**Yes**	**No**
a. Math......	1	2	3	4	5	1	2
b. Science.....	1	2	3	4	5	1	2
c. Art.....	1	2	3	4	5	1	2
d. Music......	1	2	3	4	5	1	2
e. English.....	1	2	3	4	5	1	2
f. Foreign Language.....	1	2	3	4	5	1	2
g. Social science/ Social studies......	1	2	3	4	5	1	2
h. History.....	1	2	3	4	5	1	2
i. Vocational education.....	1	2	3	4	5	1	2
j. Physical education.....	1	2	3	4	5	1	2
k. Guidance counseling.....	1	2	3	4	5	1	2
l. Special education.....	1	2	3	4	5	1	2

37. **What are the lowest and highest annual salaries currently paid to full-time teachers on your school's payroll?**

(WRITE IN NUMBER BELOW)

Lowest salary paid $ |___|___|,|___|___|___|.00

Highest salary paid $ |___|___|,|___|___|___|.00

38. **How many minutes of preparation or planning time do you provide for your full-time teachers during the school day?**

(WRITE IN NUMBER BELOW; OR WRITE IN "000" IF NONE)

|___|___|___| **minutes**

39. **In the past three years, would you say that the standards for teacher evaluation in your school have:**

(MARK ONE)

a. Become more rigorous? 1

b. Remained about the same? 2

c. Become less rigorous? 3

d. School does not have formal teacher evaluations . . . . 4 **->SKIP TO QUESTION 41**

40. **Does your school currently use any of these forms of teacher evaluation?**

(MARK ONE ON EACH LINE)

		Yes	**No**
a.	Principal evaluates teachers	1	2
b.	Teachers evaluate teachers	1	2
c.	Students evaluate teachers	1	2

41. **Are any of the following kinds of rewards given to teachers in your school?**

(MARK ONE ON EACH LINE)

		Yes	**No**
a.	Special awards for teaching	1	2
b.	Assigned to teach the better students	1	2
c.	Given a lighter teaching load	1	2
d.	Relieved of administrative or disciplinary duties	1	2
e.	Given priority on requests for materials	1	2
f.	Higher pay	1	2

IV. SCHOOL POLICIES AND PROGRAMS

42. Are students required to pass a minimum competency or proficiency test in order to receive a High School Diploma?

(MARK ONE)

Yes 1

No . . . . 2 -> **SKIP TO QUESTION 48 ON PAGE 19**

43. In which grades is the minimum competency or proficiency test for graduation given to students? Do not include retesting of students.

(MARK ONE ON EACH LINE)

	Yes	**No**	**School does not have this grade**
a. Grade 7	1	2	3
b. Grade 8	1	2	3
c. Grade 9	1	2	3
d. Grade 10	1	2	3
e. Grade 11	1	2	3
f. Grade 12	1	2	3

44. Is the competency test a state, district, or school requirement?

(MARK ONE ON EACH LINE)

	Yes	**No**
a. State requirement	1	2
b. District requirement	1	2
c. School requirement	1	2

45. Are the following areas covered on the competency test?

(MARK ONE ON EACH LINE)

		Yes	No
a.	Math	1	2
b.	Science	1	2
c.	English	1	2
d.	History/Social Studies	1	2

46. What percentage of students taking the competency test fail on their first attempt?

(WRITE IN THE PERCENT)

|___|___|___| %

47. When a student fails the competency test, which of the following options are available to the student at the school and which are required of the student?

(MARK ONE ON EACH LINE)

		This option is not available	This option is available but not required	This is required of students who fail the test
a.	Retaking the test	1	2	3
b.	Taking remedial classes in deficient subject areas	1	2	3
c.	Completing a general competency test preparation class	1	2	3
d.	Tutoring	1	2	3
e.	Summer school	1	2	3
f.	Other	1	2	3

48. **Please indicate in which grades each of the following programs are offered by your high school.**

(MARK ALL THAT APPLY ON EACH LINE)

		9th Grade	**10th Grade**	**11th Grade**	**12th Grade**	**Not offered**
a.	English taught as a second language (either in English or in students' native tongue)	1	1	1	1	1
b.	Native language is used in varying degrees in instructing students with limited English proficiency	1	1	1	1	1
c.	Courses for language minority students on their native culture or history	1	1	1	1	1

49. **How many students in the 12th grade are enrolled in Advanced Placement courses? Please give your best estimate.**

(WRITE IN THE NUMBER; OR WRITE IN "000" IF NONE)

|___|___|___| **students**

50. **If a person other than the school principal has answered Sections I to IV, please enter the following information for the person who responded:**

______________________________________ __________________

Last Name (please print) First Name Middle Initial

____

Title

( ) ________________________________

Telephone Number

☐ Home or Best time of time day to call: AM PM

( ) ________________________________

Telephone Number

☐ Office (School) Best time of day to call: AM PM

THIS SECTION SHOULD BE COMPLETED BY THE SCHOOL PRINCIPAL ONLY

V. SCHOOL GOVERNANCE AND CLIMATE

51. Using the number key below, how would you rate your school compared to other schools in each of the following areas?

1 = Our work in this area is outstanding.
2 = Our work in this area is quite good.
3 = Our work in this area is satisfactory.
4 = Our work in this area is fair.
5 = Our work in this area is poor.

(MARK ONE ON EACH LINE)

	Outstanding				**Poor**
a. Promoting understanding and practice in citizenship	1	2	3	4	5
b. Involving students in student government	1	2	3	4	5
c. Promoting awareness of contemporary social issues (for example, race relations or equality of the sexes)	1	2	3	4	5
d. Providing values/moral education	1	2	3	4	5

52. ☐ We are interested in how decisions are made at your school. The grid below contains 8 decisions that are often made in the course of running a school. The grid also lists 6 individuals or groups who often make these decisions. For each decision, please circle one of the following numbers for each decision maker, indicating how much influence the decision maker typically has:

0 = no influence
1 = some influence
2 = major influence

		Principal	**Dept. chair**	**Individual teachers**	**Parents**	**School Board or council**	**School District Office**
a.	Establishing criteria for hiring and firing teachers	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2
b.	Establishing policies and priorities for grouping students into classes	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2
c.	Deciding what courses will be offered	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2
d.	Selecting textbooks and other instructional materials	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2
e.	Setting curricular guidelines	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2
f.	Establishing policies and practices for grading and student evaluation	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2
g.	Establishing discipline policies	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2
h.	Deciding how school funds will be spent	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2	0...1...2

53. During the past three years, which of the following changes have occurred at your school?

(MARK ONE ON EACH LINE)

		Yes	**No**
a.	New procedures for making school policies were established	1	2
b.	Major new curriculum programs were established	1	2
c.	Policies and practices regarding tracking or grouping students by ability were changed	1	2
d.	School-wide changes were made in instructional methods	1	2
e.	New staffing categories or roles for teaching and supervising staff were instituted	1	2
f.	Interdisciplinary teacher teams were established	1	2
g.	New school-wide procedures for assessment of students were established	1	2

54. **What percentage of parents of 12th graders in your school are involved in the following areas on their 12th graders' behalf? Please give your best estimate.**

(MARK ONE ON EACH LINE)

	0-10%	**11-24%**	**25-49%**	**50-74%**	**75-100%**	**Don't know**
a. Volunteering time to help in classrooms or other school areas	01	02	03	04	05	06
b. Attending programs on financial aid for colleges, universities, or vocational/technical schools	01	02	03	04	05	06
c. Attending programs on educational opportunities after completing high school	01	02	03	04	05	06
d. Attending programs on employment and career opportunities	01	02	03	04	05	06
e. Soliciting information from academic subject teachers on how to help their student at home on specific skills or homework	01	02	03	04	05	06
f. Joining the PTA, PTO, or other parent organization during the current school year	01	02	03	04	05	06
g. Participating at PTA/PTO meetings or events during the current school year	01	02	03	04	05	06
h. Attending parent-teacher conferences with most of their teenagers' current teachers	01	02	03	04	05	06

55. **Since the beginning of the current school year, what percentage of 12th grade students' parents have you or your administrative staff met with individually to discuss their child's behavior or academic performance? Please give your best estimate.**

(WRITE IN PERCENT; OR WRITE IN "000" IF NONE)

|___|___|___| %

56. **Indicate how accurately each of the characteristics listed below describes your school.**
☐

(MARK ONE ON EACH LINE)

		Not accurately at all	Somewhat accurately	Very accurately
a.	Discipline is emphasized at this school	1	2	3
b.	Students place a high priority on learning	1	2	3
c.	Classroom activities are highly structured	1	2	3
d.	Teachers at this school encourage all students to achieve academically	1	2	3
e.	Teachers have a negative attitude about students	1	2	3
f.	All students are expected to do homework	1	2	3
g.	Teacher morale is high	1	2	3
h.	Student morale is high	1	2	3
i.	Teachers find it difficult to motivate students	1	2	3
j.	The school emphasizes sports	1	2	3
k.	Students are encouraged to compete for grades	1	2	3
l.	Counselors and teachers encourage students to enroll in academic classes	1	2	3
m.	There is conflict between teachers and administrators	1	2	3

57. **Indicate the degree to which each of the following is a problem with students in your school.**

(MARK ONE ON EACH LINE)

		Serious problem	**Moderate problem**	**Minor problem**	**Not a problem**
a.	Tardiness	1	2	3	4
b.	Absenteeism	1	2	3	4
c.	Class cutting	1	2	3	4
d.	Physical conflicts among students	1	2	3	4
e.	Gang activity	1	2	3	4
f.	Robbery or theft	1	2	3	4
g.	Vandalism	1	2	3	4
h.	Use of alcohol	1	2	3	4
i.	Use of illegal drugs	1	2	3	4
j.	Students under the influence of drugs/alcohol while at school	1	2	3	4
k.	The sale of drugs on the way to or from school and/or on school grounds	1	2	3	4
l.	Possession of weapons	1	2	3	4
m.	Physical abuse of teachers	1	2	3	4
n.	Verbal abuse of teachers	1	2	3	4
o.	Racial/ethnic conflict among students	1	2	3	4
p.	Teen pregnancy	1	2	3	4

58. Indicate the extent to which each of the following factors influence students to drop out of *your school*?

(MARK ONE ON EACH LINE)

	No influence	**Some influence**	**Major influence**
a. Family problems	1	2	3
b. Gang activity	1	2	3
c. Teenage pregnancy	1	2	3
d. Need to support family/self	1	2	3
e. Peer pressure	1	2	3
f. Illness	1	2	3
g. Drug/alcohol problems	1	2	3
h. Poor academic performance	1	2	3
i. Student lack of interest in learning	1	2	3
j. Lack of parental support	1	2	3
k. Low teacher expectations for student performance	1	2	3
l. Low student expectations of payoff for education	1	2	3
m. Minimum competency requirement	1	2	3
n. Rigorous academic standards	1	2	3
o. Other	1	2	3

59. **How much influence do you as a principal have over . . .**

(MARK ONE ON EACH LINE)

		No influence	Some influence	Major influence
a.	Hiring teachers?	1	2	3
b.	Hiring custodians/building engineers?	1	2	3
c.	Dismissing school personnel?	1	2	3
d.	Setting teacher performance standards?	1	2	3
e.	Influencing instructional practices?	1	2	3
f.	Establishing homework policies?	1	2	3
g.	Creating new programs (such as dropout and drug prevention programs)?	1	2	3
h.	Purchasing school supplies or equipment?	1	2	3
i.	Approving teacher bonuses?	1	2	3

60. **How would you characterize your school's relationship with each of the following individuals or groups?**

(MARK ONE ON EACH LINE)

		Not cooperative	Somewhat cooperative	Cooperative	Very cooperative
a.	Parents	1	2	3	4
b.	Superintendent	1	2	3	4
c.	School board or Governing board	1	2	3	4
d.	Central office administrators	1	2	3	4
e.	Teachers' association or union	1	2	3	4
f.	The community	1	2	3	4
g.	Local business	1	2	3	4
h.	Students	1	2	3	4

61. **How often do the following take place at your school?**

(MARK ONE ON EACH LINE)

		Never	Seldom	Sometimes	Usually	Always
a.	Parents are notified of a student's absences	0	1	2	3	4
b.	Parents are given interim reports during the grading period	0	1	2	3	4
c.	Parents are notified when a student is sent to the principal's office for disruptive behavior	0	1	2	3	4
d.	Parent conferences are scheduled at a parent's request	0	1	2	3	4
e.	Parent conferences are scheduled at school's request	0	1	2	3	4

62. **How much influence do you feel each of following factors has on how *your* superiors evaluate your performance?**

(MARK ONE ON EACH LINE)

	No influence	Minor influence	Great deal of influence
a. The performance of your school's students on standardized tests	1	2	3
b. A good disciplinary environment in the school	1	2	3
c. Efficient administration	1	2	3
d. Parent involvement	1	2	3
e. Relationships with community	1	2	3
f. Implementation of new programs or reform efforts such as shared decision-making	1	2	3

63. ☐ **Please provide the information requested below so we can reach you if any clarification of your responses is needed.**

Last Name (please print) First Name ____ Middle Initial ____

Title ____

( ) ____ Telephone Number ☐ Home Best time of day to call: AM PM

( ) ____ Telephone Number ☐ Office (School) Best time of day to call: AM PM

DATE QUESTIONNAIRE COMPLETED |__|__| **Month** |__|__| **Day** 1992

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH. YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

Appendix I

Critical Items from the Second Follow-Up

School Administrator Questionnaire

NELS:88 Second Follow-Up
School Administrator Questionnaire Critical Items

Variable Name	Description
F2C1	Total school enrollment
F2C2	Total 12th grade school enrollment
F2C3	Grade levels included in school
F2C4A	R's school is comprehensive public school
F2C4B	R's school is public magnet school
F2C4C	R's school is public school of choice
F2C4D	R's school is year-round school
F2C4E	R's school is area vocational school
F2C4F	R's school is other technical or vocational school
F2C4G	R's school is Catholic diocesan school
F2C4H	R's school is Catholic parish school
F2C4I	R's school is catholic religious order school
F2C4J	R's school is other private school with religious affiliation
F2C4K	R's school is private school with religious affiliation
F2C4L	R's school is a boarding school
F2C4M	R's school is an Indian reservation school
F2C4N	R's school is a military academy
F2C4O	R's school is an alternative/stay-in-school/dropout prevention school
F2C7A	Percent 12th grade students in general high school program
F2C7B	Percent 12th grade students in college prep, academic, or specialized program
F2C7C	Percent 12th grade students in other specialized program
F2C7D	Percent 12th grade students in industrial arts, technology education
F2C7E	Percent 12th grade students in agricultural occupations program
F2C7F	Percent 12th grade students in business, office occupations program
F2C7G	Percent 12th grade students in marketing, distributive education program
F2C7H	Percent 12th grade students in health occupations program
F2C7I	Percent 12th grade students in home economics programs
F2C7J	Percent 12th grade students in consumer, homemaking education
F2C7K	Percent 12th grade students in technical occupations programs
F2C7L	Percent 12th grade students in trade, industrial occupations programs
F2C7M	Percent 12th grade students in special education program
F2C7N	Percent 12th grade students in alternative program
F2C7O	Percent 12th grade students in other program
F2C22A	Percent of American Indian twelfth graders
F2C22C	Percent of Asian/Pacific Islander twelfth graders
F2C22D	Percent of Hispanic twelfth graders
F2C22E	Percent of black (non-Hispanic) twelfth graders
F2C22F	Percent of white (non-Hispanic) twelfth graders
F2C24	Percent of twelfth grade LEP/NEP students
F2C25A	Percent of student body receiving free/reduced price school lunches

NELS:88 Second Follow-Up
School Administrator Questionnaire Critical Items

Variable Name	Description
F2C25B	Percent of student body receiving remedial reading
F2C25C	Percent of student body receiving remedial math
F2C25D	Percent of student body receiving alternative school program
F2C25E	Percent of student body receiving pregnant girl/teenager mother program
F2C25F	Percent of student body receiving bilingual education
F2C25G	Percent of student body receiving English-as-a-Second Language (ESL)
F2C25H	Percent of student body receiving special education (students with IEP)
F2C25I	Percent of student body receiving College Board Advanced Placement courses
F2C25J	Percent of student body receiving vocational education
F2C25K	Percent of student body receiving off-campus work experience credit
F2C29A	Number of full-time teachers
F2C29B	Number of part-time teachers
F2C52A	How criteria established for hiring/firing teachers
F2C52B	How policies and priorities are established for grouping students in classes
F2C52C	How course offerings are decided
F2C52D	How textbooks and instructional materials are selected
F2C52E	How curricular guidelines are set
F2C52F	How policies and practices for grading and student evaluations are established
F2C52G	How discipline policies are established
F2C52H	How the spending of school funds is decided
F2C56A	Discipline is emphasized at school
F2C56B	Students place a high priority on learning
F2C56C	Classroom activities are highly structured
F2C56D	Teachers at school encourage all students to achieve academically
F2C56E	Teachers have a negative attitude about students
F2C56F	All students are expected to do homework
F2C56G	Teacher morale is high
F2C56H	Student morale is high
F2C56I	Teachers find it difficult to motivate students
F2C56J	School emphasizes sports
F2C56K	Students are encouraged to compete for grades
F2C56L	Counselors and teachers encourage students to enroll in academic classes
F2C56M	There is conflict between teachers and administrators
F2C63	Month and day of 1992 principal completed questionnaire

Appendix J

Second Follow-Up School Administrator Abbreviated Questionnaire Items

NELS:88 Second Follow-Up
Abbreviated School Administrator Questionnaire Items

Variable Name	Description
F2C1	Total school enrollment
F2C2	Total 12th grade school enrollment
F2C3	Grade levels included in school
F2C4A	R's school is comprehensive public school
F2C4B	R's school is public magnet school
F2C4C	R's school is public school of choice
F2C4D	R's school is year-round school
F2C4E	R's school is area vocational school
F2C4F	R's school is other technical or vocational school
F2C4G	R's school is Catholic diocesan school
F2C4H	R's school is Catholic parish school
F2C4I	R's school is catholic religious order school
F2C4J	R's school is other private school with religious affiliation
F2C4K	R's school is private school with religious affiliation
F2C4L	R's school is a boarding school
F2C4M	R's school is an Indian reservation school
F2C4N	R's school is a military academy
F2C4O	R's school is an alternative/stay-in-school/dropout prevention school
F2C7A	Percent 12th grade students in general high school program
F2C7B	Percent 12th grade students in college prep, academic, or specialized program
F2C7C	Percent 12th grade students in other specialized program
F2C7D	Percent 12th grade students in industrial arts, technology education
F2C7E	Percent 12th grade students in agricultural occupations program
F2C7F	Percent 12th grade students in business, office occupations program
F2C7G	Percent 12th grade students in marketing, distributive education program
F2C7H	Percent 12th grade students in health occupations program
F2C7I	Percent 12th grade students in home economics programs
F2C7J	Percent 12th grade students in consumer, homemaking education
F2C7K	Percent 12th grade students in technical occupations programs
F2C7L	Percent 12th grade students in trade, industrial occupations programs
F2C7M	Percent 12th grade students in special education program
F2C7N	Percent 12th grade students in alternative program
F2C7O	Percent 12th grade students in other program
F2C21	Average daily attendance rate
F2C22A	Percent of American Indian twelfth graders
F2C22C	Percent of Asian/Pacific Islander twelfth graders
F2C22D	Percent of Hispanic twelfth graders
F2C22E	Percent of black (non-Hispanic) twelfth graders
F2C22F	Percent of white (non-Hispanic) twelfth graders
F2C24	Percent of twelfth-grade LEP/NEP students
F2C25A	Percent of student body receiving free/reduced price school lunches

NELS:88 Second Follow-Up
Abbreviated School Administrator Questionnaire Items

Variable Name	Description
F2C25B	Percent of student body receiving remedial reading
F2C25C	Percent of student body receiving remedial math
F2C25D	Percent of student body receiving alternative school program
F2C25E	Percent of student body receiving pregnant girl/teenager mother program
F2C25F	Percent of student body receiving bilingual education
F2C25G	Percent of student body receiving English-as-a-Second Language (ESL)
F2C25H	Percent of student body receiving special education (students with IEP)
F2C25I	Percent of student body receiving College Board Advanced Placement courses
F2C25J	Percent of student body receiving vocational education
F2C25K	Percent of student body receiving off-campus work experience credit
F2C26	Percent of twelfth graders who dropout before graduation
F2C29A	Number of full-time teachers
F2C29B	Number of part-time teachers
F2C36A	Number of full-time math faculty members
F2C36B	Number of full-time science faculty members
F2C49	Number of twelfth graders enrolled in Advanced Placement courses

Appendix K

Public Use Record Layout for the NELS:88 Second Follow-Up School Administrator Tape

NELS:88 Second Follow-Up Public Use School Administrator Data File Record Layout (Magnetic Tape Version)

The original EBCDIC files delivered on magnetic tape have the following structure (where LRECL = logical record layout and BLKSIZE = blocking factor):

raw data: LRECL = 652, BLKSIZE = 32600
SAS and SPSS-X cards: LRECL = 80, BLKSIZE = 32720

VARIABLE NAME	POSITION
STU_ID	1-7
F2C5	46-48
F2C6	49-50
F2C7A	51-53
F2C7B	54-56
F2C7C	57-59
F2C7D1	60-62
F2C7D2	63-65
F2C7D3	66-68
F2C7D4	69-71
F2C7D5	72-74
F2C7D6	75-77
F2C7D7	78-80
F2C7D8	81-83
F2C7D9	84-86
F2C7E	87-89
F2C7F	90-92
F2C7G	93-95
F2C8AA	96-96
F2C8AB	97-97
F2C8AC	98-98
F2C8AD	99-99
F2C8AE	100-100
F2C8AF	101-101
F2C8AG	102-102
F2C8BA1	103-103
F2C8BA2	104-104
F2C8BA3	105-105
F2C8BA4	106-106
F2C8BA5	107-107
F2C8BA6	108-108
F2C8BA7	109-109
F2C8BA8	110-110
F2C8BA9	111-111
F2C8BB1	112-114

F2C8BB2	115-117
F2C8BB3	118-120
F2C8BB4	121-123
F2C8BB5	124-126
F2C8BB6	127-129
F2C8BB7	130-132
F2C8BB8	133-135
F2C8BB9	136-138
F2C8BC1	139-141
F2C8BC2	142-144
F2C8BC3	145-147
F2C8BC4	148-150
F2C8BC5	151-153
F2C8BC6	154-156
F2C8BC7	157-159
F2C8BC8	160-162
F2C8BC9	163-165
F2C9A	166-167
F2C9B	168-169
F2C9C	170-171
F2C9D	172-173
F2C9E	174-175
F2C9F	176-177
F2C9G	178-179
F2C9H	180-181
F2C10A	182-183
F2C10B	184-185
F2C10C	186-187
F2C11A	188-189
F2C11B	190-191
F2C11C	192-193
F2C11D	194-195
F2C11E	196-197
F2C11F	198-199
F2C12A	200-200
F2C12B	201-201
F2C12C	202-202
F2C12D	203-203
F2C12E	204-204
F2C12F	205-205
F2C13A	206-207
F2C13B	208-209
F2C13C	210-211
F2C13D	212-213
F2C13E	214-215
F2C13F	216-217
F2C13G	218-219
F2C13H	220-221
F2C14	222-224

F2C15A	225-225
F2C15B	226-226
F2C15C	227-227
F2C15D	228-228
F2C15E	229-229
F2C15F	230-230
F2C16	231-231
F2C17A	232-232
F2C17B	233-233
F2C17C	234-234
F2C17D	235-235
F2C17E	236-236
F2C18A	237-237
F2C18B	238-238
F2C18C	239-239
F2C18D	240-240
F2C18E	241-241
F2C18F	242-242
F2C18G	243-243
F2C18H	244-244
F2C18I	245-245
F2C19A	246-247
F2C19B	248-249
F2C19C	250-251
F2C20A	252-252
F2C20B	253-253
F2C20C	254-254
F2C20D	255-255
F2C20E	256-256
F2C21	257-259
F2C23	275-276
F2C24	277-278
F2C25B	282-284
F2C25C	285-287
F2C25D	288-290
F2C25E	291-293
F2C25F	294-296
F2C25G	297-299
F2C25H	300-302
F2C25I	303-305
F2C25J	306-308
F2C25K	309-311
F2C26	312-314
F2C27A	315-316
F2C27B	317-318
F2C27C	319-320
F2C27D	321-322
F2C27E	323-324
F2C27F	325-326

F2C28	327-329
F2C29A	330-332
F2C29B	333-335
F2C30	336-336
F2C31	337-338
F2C32	339-339
F2C33	340-340
F2C34A	341-341
F2C34B	342-342
F2C34C	343-343
F2C35A	344-344
F2C35B	345-345
F2C35C	346-346
F2C35D	347-347
F2C35E	348-348
F2C35F	349-349
F2C35G	350-350
F2C35H	351-351
F2C35I	352-352
F2C35J	353-353
F2C35K	354-354
F2C35L	355-355
F2C36A1	356-356
F2C36A2	357-357
F2C36B1	358-358
F2C36B2	359-359
F2C36C1	360-360
F2C36C2	361-361
F2C36D1	362-362
F2C36D2	363-363
F2C36E1	364-364
F2C36E2	365-365
F2C36F1	366-366
F2C36F2	367-367
F2C36G1	368-368
F2C36G2	369-369
F2C36H1	370-370
F2C36H2	371-371
F2C36I1	372-372
F2C36I2	373-373
F2C36J1	374-374
F2C36J2	375-375
F2C36K1	376-376
F2C36K2	377-377
F2C36L1	378-378
F2C36L2	379-379
F2C37L	380-384
F2C37H	385-389
F2C38	390-392

F2C39	393-393
F2C40A	394-394
F2C40B	395-395
F2C40C	396-396
F2C41A	397-397
F2C41B	398-398
F2C41C	399-399
F2C41D	400-400
F2C41E	401-401
F2C41F	402-402
F2C42	403-403
F2C43A	404-404
F2C43B	405-405
F2C43C	406-406
F2C43D	407-407
F2C43E	408-408
F2C43F	409-409
F2C44A	410-410
F2C44B	411-411
F2C44C	412-412
F2C45A	413-413
F2C45B	414-414
F2C45C	415-415
F2C45D	416-416
F2C46	417-419
F2C47A	420-420
F2C47B	421-421
F2C47C	422-422
F2C47D	423-423
F2C47E	424-424
F2C47F	425-425
F2C48A1	426-426
F2C48A2	427-427
F2C48A3	428-428
F2C48A4	429-429
F2C48A5	430-430
F2C48B1	431-431
F2C48B2	432-432
F2C48B3	433-433
F2C48B4	434-434
F2C48B5	435-435
F2C48C1	436-436
F2C48C2	437-437
F2C48C3	438-438
F2C48C4	439-439
F2C48C5	440-440
F2C49	441-443
F2C51A	444-444
F2C51B	445-445

F2C51C	446-446
F2C51D	447-447
F2C52A1	448-448
F2C52A2	449-449
F2C52A3	450-450
F2C52A4	451-451
F2C52A5	452-452
F2C52A6	453-453
F2C52B1	454-454
F2C52B2	455-455
F2C52B3	456-456
F2C52B4	457-457
F2C52B5	458-458
F2C52B6	459-459
F2C52C1	460-460
F2C52C2	461-461
F2C52C3	462-462
F2C52C4	463-463
F2C52C5	464-464
F2C52C6	465-465
F2C52D1	466-466
F2C52D2	467-467
F2C52D3	468-468
F2C52D4	469-469
F2C52D5	470-470
F2C52D6	471-471
F2C52E1	472-472
F2C52E2	473-473
F2C52E3	474-474
F2C52E4	475-475
F2C52E5	476-476
F2C52E6	477-477
F2C52F1	478-478
F2C52F2	479-479
F2C52F3	480-480
F2C52F4	481-481
F2C52F5	482-482
F2C52F6	483-483
F2C52G1	484-484
F2C52G2	485-485
F2C52G3	486-486
F2C52G4	487-487
F2C52G5	488-488
F2C52G6	489-489
F2C52H1	490-490
F2C52H2	491-491
F2C52H3	492-492
F2C52H4	493-493
F2C52H5	494-494

F2C52H6	495-495
F2C53A	496-496
F2C53B	497-497
F2C53C	498-498
F2C53D	499-499
F2C53E	500-500
F2C53F	501-501
F2C53G	502-502
F2C54A	503-504
F2C54B	505-506
F2C54C	507-508
F2C54D	509-510
F2C54E	511-512
F2C54F	513-514
F2C54G	515-516
F2C54H	517-518
F2C55	519-521
F2C56A	522-522
F2C56B	523-523
F2C56C	524-524
F2C56D	525-525
F2C56E	526-526
F2C56F	527-527
F2C56G	528-528
F2C56H	529-529
F2C56I	530-530
F2C56J	531-531
F2C56K	532-532
F2C56L	533-533
F2C56M	534-534
F2C57A	535-535
F2C57B	536-536
F2C57C	537-537
F2C57D	538-538
F2C57E	539-539
F2C57F	540-540
F2C57G	541-541
F2C57H	542-542
F2C57I	543-543
F2C57J	544-544
F2C57K	545-545
F2C57L	546-546
F2C57M	547-547
F2C57N	548-548
F2C57O	549-549
F2C57P	550-550
F2C58A	551-551
F2C58B	552-552
F2C58C	553-553

F2C58D	554-554
F2C58E	555-555
F2C58F	556-556
F2C58G	557-557
F2C58H	558-558
F2C58I	559-559
F2C58J	560-560
F2C58K	561-561
F2C58L	562-562
F2C58M	563-563
F2C58N	564-564
F2C58O	565-565
F2C59A	566-566
F2C59B	567-567
F2C59C	568-568
F2C59D	569-569
F2C59E	570-570
F2C59F	571-571
F2C59G	572-572
F2C59H	573-573
F2C59I	574-574
F2C60A	575-575
F2C60B	576-576
F2C60C	577-577
F2C60D	578-578
F2C60E	579-579
F2C60F	580-580
F2C60G	581-581
F2C60H	582-582
F2C61A	583-583
F2C61B	584-584
F2C61C	585-585
F2C61D	586-586
F2C61E	587-587
F2C62A	588-588
F2C62B	589-589
F2C62C	590-590
F2C62D	591-591
F2C62E	592-592
F2C62F	593-593
F2C63M	594-595
F2C63D	596-597
F2C63Y	598-599
F2CXTWT	600-609
F2CXTFLG	610-610
F2F1SCFL	611-611
F2ADMFLG	612-612
F2UNIV1	613-616
F2UNIV2A	617-617

F2UNIV2B	618-618
F2UNIV2C	619-620
F2UNIV2D	621-622
G12CTRL1	623-624
G12URBN3	627-627
G12REGON	628-629
F2TRMTYP	637-637
F2CRDRQ1	638-642
F2CRDRQ2	643-647

Appendix L

NELS:88 Second Follow-Up School Composite Variables

Weights, Flags, and Composites

In order to accommodate contextual analyses of second follow-up school and teacher data sets, a statistical weight is provided (also found in the student records for the final CD-ROM releases). As with the other statistical weights, a sample indicator that allows the user to select the correct cases for contextual analyses, F2CXTFLG, is provided.[1] These two variables should always be used together:

Statistical Weight:

F2CXTWT use for producing weighted *student contextual component* statistics, in conjunction with either cross-sectional or longitudinal analyses that also involve school administrator and/or teacher data.[2] Chapter III of this manual contains a comprehensive description of this statistical weight.

The following indicator, F2CXTFLG, is intended for use with F2CXTWT (note that the stem of the variable names for each is the same).

F2CXTFLG Indicates that a sample member belongs to the contextual components sample. (The school component data files only contain such sample members--codes 1 and 2 distinguish between those who completed a second follow-up *student* questionnaire and those who did not). Use this variable for identifying sample members enrolled in an eligible contextual school (eligible for collection of school administrator and teacher data) *and* who completed a second follow-up student questionnaire. This indicator is analogous to F2QFLG but for the contextual sample. And, as with the F2QFLG, if users are interested in conducting twelfth-grade cross-sectional analyses of students with contextual data, users will need to invoke this flag (F2CXTFLG>0) in conjunction with either the grade sequence flag, F2SEQFLG, or the twelfth-grade cohort flag, G12COHRT).

0 = Sample member is not a member of the contextual components sample.

1 = Sample member is a member of the contextual components sample and completed a second follow-up student questionnaire

2 = Sample member is a member of the contextual components sample but did not complete a second follow-up student questionnaire

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[1] Three other second follow-up statistical weights are on the student data sets: F2QWT (for student cross-sectional analyses), F2PNLWT (for panel analyses across all three waves of NELS:88), F2F1PNWT (for panel analyses of first follow-up and second follow-up student data), F2TRSCWT (for cross-sectional analyses using transcript data), and F2TRP1WT and F2TRP2WT (for panel analyses with transcript data). An indicator for appropriate case selection is provided with each student weight. In addition, a second follow-up parent weight is included on the parent file.

[2] Analyses that use school administrator and/or teacher data from the NELS:88 base year or first follow-up in conjunction with second follow-up data should apply the F2CXTWT. Because of factors such as nonresponse in the base year and first follow-up, this weight is not unbiased but is a serviceable approximation. Nevertheless, analysts should assess subpopulation bias relative to their specific objectives and adjust or qualify their results accordingly.

F2F1SCFL F1-F2 Same School Flag. Indicates that the student's school data were collected from the same school in both the first follow-up and the second follow-up. This variable does not indicate that a student was at the same school continuously (some small portion of students may have moved from a first follow-up school, then subsequently returned to the school by the time of data collection in the second follow-up). This variable is only relevant for sample members who were eligible students in both the first follow-up and second follow-up rounds of the study. **This variable is present only on restricted use files.**

0 = Not in the same school in the first follow-up and second follow-up of NELS:88--the sample member was an eligible student in both rounds of the survey but did *not* attend the same school during data collection (phase 3) of the first and second follow-up.

1 = In the same school in the first follow-up and second follow-up of NELS:88--the sample member was an eligible student in both rounds of the survey and did attend the same school during data collection (phase 3) of the first and second follow-up.

2 = Missing--the sample member was an eligible student in the first follow-up and the second follow-up of NELS:88 but specific school data required for coding this indicator were missing (for either the first follow-up or the second follow-up).

3 = Not Applicable--the sample member was *not* an eligible student *both* in the first follow-up and the second follow-up of NELS:88. This classification includes second follow-up freshened students and sample members who were dropouts, alternatives, ineligibles or out-of-scopes in the first follow-up *or* the second follow-up of the study.

F2ADMFLG Indicates whether or not a school administrator questionnaire is available for all sample members on the file.

0 = The sample member is a member of the contextual components sample and the school administrator did *not* complete a second follow-up school questionnaire.

1 = The sample member is a member of the contextual components sample and the school administrator completed a second follow-up school questionnaire.

2 = Not applicable--the sample member is not a member of the contextual components sample.

F2UNIV1 Indicates *simultaneously* the base year, first follow-up and second follow-up situation of every student sample member ever in the study. This variable has 107 valid values that account for every pattern encountered in NELS:88. Note however that not all cases are delivered on the public files in every component, so there will be gaps in the range of codes displayed in the codebook and on different files. Value labels in the codebooks begin with BY status, followed by F1 and then F2 status. SAS and SPSS-X value labels follow the same sequence but are, of necessity, much shorter. The following abbreviations were developed for the SAS and SPSS-X cards:

BY = Base Year
F1 = First Follow-up
F2 = Second Follow-up
I = Ineligible for questionnaire administration (mental/physical disability, language barrier)
A = In-school, in-grade
B = In-school, out-of-grade
DO = Dropout
E = Eligible for questionnaire administration
FR = Freshened
NA = Not Applicable (not yet "freshened" into the sample)
X = Out-of-scope (deceased, out-of-USA)
? = Status unknown

F2UNIV2A Indicates how the student sample member entered the sample.

1 = Base year eligible

2 = Base year ineligible for questionnaire administration (mental/physical disability, language barrier)

3 = F1 freshened

4 = F2 freshened

F2UNIV2B Indicates base year status of sample member.

0 = Freshened in first or second follow-up, not yet in study

1 = In school, in grade

4 = Ineligible for BY questionnaire administration (mental/physical disability, language barrier)

F2UNIV2C Indicates first follow-up status of sample member.

0 = Freshened in second follow-up, not yet in study

1 = In school, in grade

2 = In school, out of grade

3 = Dropout

4 = Ineligible for F1 questionnaire administration (mental/physical disability, language barrier)

5 = Out of scope (deceased, out of USA in this round)

6 = Status unknown in this round

F2UNIV2D Indicates second follow-up status of sample member.

1 = In school, in grade

2 = In school, out of grade

3 = Dropout

4 = Ineligible for F2 questionnaire administration (mental/physical disability, language barrier)

5 = Out of scope (deceased, out of USA in this round)

6 = Status unknown in this round

G12CTRL1 Classifies the student's second follow-up school type into public, Catholic or other private, as reported by the school.

01 = Public school

02 = Catholic school

03 = Private school, other religious affiliation

04 = Private school, no religious affiliation

05 = Private school, type not ascertained

06 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12CTRL2 Classifies the student's second follow-up school type into public, Catholic, private NAIS, and other private--not NAIS. The values for this variable were compiled from both QED and NAIS membership lists. **This variable appears only on the restricted use version of the NELS:88 data files.**

01 = Public school

02 = Catholic school

03 = NAIS private school

04 = Other private school--not NAIS

05 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status "unknown" cases)

G12URBN3 Trichotomizes the urbanicity of the area in which the sample member's second follow-up school is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the Federal Information Processing Standards as used by the U.S. Census.

1 = Urban--central city

2 = Suburban--area surrounding a central city within a county constituting the MSA

3 = Rural--outside MSA

4 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

8 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12REGON Indicates in which of the four US Census regions the student's second follow-up school is located, created by collapsing the categories of the school state.

01 = Northeast--New England and Middle Atlantic states

02 = Midwest--East North Central and West North Central states

03 = South--South Atlantic, East South Central and West South Central states

04 = West--Mountain and Pacific states

05 = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

G12STATE Indicates the student's second follow-up school state. The values for this variable are the standard two-column Postal Office state abbreviations (additional values are listed below). **This variable appears only on restricted use files.**

XX = Not enrolled in any school or not enrolled in a traditional diploma-granting school (dropouts and alternative completers)

98 = Missing (includes out-of-country, deceased, and enrollment status unknown cases)

F2SCENRL Categorizes the enrollment of the entire school, as reported by the school in F2C1 and recoded as shown below. Missing data were imputed from the total enrollment that is given on the QED file. QED was used to resolve any serious discrepancies between F2SCENRL and G12ENRL, which were compared for consistency. **This variable appears only on restricted use files.**

F2SCENRL	Value of F2C1
01	1 - 399 students
02	400 - 599
03	600 - 799
04	800 - 999
05	1000 - 1199
06	1200 - 1599
07	1600 - 1999
08	2000 - 2499
09	2500 +

10	Not enrolled in school or not enrolled in a traditional diploma-granting school
98	Missing

G12ENROL Categorizes the twelfth-grade enrollment as reported by the school. The values are created by collapsing data from F2C2 into the following categories. Missing data were imputed using the QED file for twelfth-grade schools. QED was used to resolve any serious discrepancies between G10ENRL and G12ENRL, which were compared for consistency. **This variable appears only on restricted use files.**

G12ENROL	Value of F2C2
01	1 - 99 students
02	100 - 199
03	200 - 299
04	300 - 399
05	400 - 549
06	550 - 699
07	700 +
08	Not enrolled in school or not enrolled in a traditional diploma-granting school
98	Missing

F2SGSPAN Classifies the grade span reported by the school in F2C3 and recoded into the following categories. If F2SGSPAN was missing, the value of the composite was filled in from F1SGSPAN. QED data were, however, also used to resolve any discrepancies between the first and second follow-up values of the variable. **This variable appears only on the restricted use version of the NELS:88 data files.**

F2SGSPAN	F2C3
1	PK, K, 01, 02, 03, 04, or 05 through 12 or 13+
2	06, 07, or 8 through 9, 10, 11, 12, or 13+
3	09 through 10, 11, 12, or 13+
4	10 through 11, 12, or 13+
8	Missing

F2TRMTYP Classifies the type of term which the school uses, as reported by the school's course catalog (collected through the course offerings component of NELS:88). Although the second follow-up transcript component contains a similar variable, course length, the two variables are not strictly analogous. Whereas F2TRMTYP describes the type of term system used by a school, the transcript course length describes the duration of individual courses at a school. Note that for the public release school file *only*, the value for "quarter" is recoded as missing.

Value of F2TRMTYP (restricted use file)

1 = semester

2 = trimester

3 = quarter

8 = missing

Value of F2TRMTYP (public use file)

1 = semester

2 = trimester

8 = missing

F2CRDRQ1 Indicates the number of credits required by a school for graduation, as reported by the course offerings component of NELS:88. Twelve schools which do not use a credit system were collapsed into a special value. Since schools may or may not define a credit in the same manner, NORC attempted to standardize the number of credits for each school using data from the second follow-up transcript component. However, 147 schools could not be standardized because the information was not collected in the transcript component and the unstandardized values for these schools are included in F2CRDRQ1. Analysts should be aware that F2CRDRQ1 includes both standardized and unstandardized credits. Another composite, F2CRDRQ2, includes only standardized credits, setting the 147 schools that could not be standardized to "missing." F2CRDRQ1 is a continuous variable with a valid range of 10 - 220. Additional values are listed below:

999.98 = missing

999.99 = no credit system used

F2CRDRQ2 Indicates the number of credits required by a school for graduation, as reported by the course offerings component of NELS:88. Twelve schools which do not use a credit system were collapsed into a special value indicating that difference. Since schools may or may not define a credit in the same manner, NORC attempted to standardize the number of credits for each school using data from the second follow-up transcript component. However, 147 schools could not be standardized because the information was not collected in the transcript component. Unlike F2CRDRQ1, which includes the credits for these 147 schools even though credits could not be standardized, the values for these schools were set to missing for F2CRDRQ2. Hence, F2CRDRQ2 includes only standardized credits. F2CRDRQ2 is a continuous variable with a valid range of 10 - 44. Additional values are listed below:

999.98 = missing

999.99 = no credit system used

Appendix M

NELS:88 Second Follow-Up School Codebook

Note: Because the school component is a contextual data source for second follow-up students, the frequencies appearing in this codebook are reported at the student level. The school public use data file has been structured to reflect the number of second follow-up student participants and nonparticipants for whom school questionnaire data are available (*N*=16,311). Weighted frequencies reflect the use of the second follow-up student contextual weight, F2CXTWT.

All variables are included in both public and restricted use versions of the data file; however, variables which were modified or suppressed as a result of confidentiality analyses are so noted in this codebook.

Question STU_ID

Tape Pos. 1-7
Format: I7

STU_ID STUDENT ID

Student id

I. SCHOOL CHARACTERISTICS

Question 1

Tape Pos. 8-11
Format: I4

F2C1 TOTAL STUDENT ENROLLMENT AS OF OCT. 1991

As of October 1, 1991 (or the most recent date for which data are available), what was the total student enrollment in your school?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 2

Tape Pos. 12-15
Format: I4

F2C2 TOTAL 12TH GRADE ENROLLMENT AS OF OCT'91

As of October 1, 1991 (or the most recent date for which data are available), what was the total 12th grade student enrollment in your school?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3

Check each grade level included in your school. Include lowest and highest grades.

Question 3A

Tape Pos. 16-16
Format: I1

F2C3A GRADE LEVEL INCLUDED IN SCHL - PREKINDER

Prekindergarten

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3B

Tape Pos. 17-17
Format: I1

F2C3B GRADE LEVEL INCLUDED IN SCHL - KINDERGTN

Kindergarten

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3C

Tape Pos. 18-18
Format: I1

F2C3C GRADE LEVEL INCLUDED IN SCHL - GRADE 1

Grade 1

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3D

Tape Pos. 19-19
Format: I1

F2C3D GRADE LEVEL INCLUDED IN SCHL - GRADE 2

Grade 2

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3E

Tape Pos. 20-20
Format: I1

F2C3E GRADE LEVEL INCLUDED IN SCHL - GRADE 3

Grade 3

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3F

Tape Pos. 21-21
Format: I1

F2C3F GRADE LEVEL INCLUDED IN SCHL - GRADE 4

Grade 4

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

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Question 3G

Tape Pos. 22-22
Format: I1

F2C3G GRADE LEVEL INCLUDED IN SCHL - GRADE 5

Grade 5

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3H

Tape Pos. 23-23
Format: I1

F2C3H GRADE LEVEL INCLUDED IN SCHL - GRADE 6

Grade 6

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3I

Tape Pos. 24-24
Format: I1

F2C3I GRADE LEVEL INCLUDED IN SCHL - GRADE 7

Grade 7

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3J

Tape Pos. 25-25
Format: I1

F2C3J GRADE LEVEL INCLUDED IN SCHL - GRADE 8

Grade 8

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3K

Tape Pos. 26-26
Format: I1

F2C3K GRADE LEVEL INCLUDED IN SCHL - GRADE 9

Grade 9

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3L

Tape Pos. 27-27
Format: I1

F2C3L GRADE LEVEL INCLUDED IN SCHL - GRADE 10

Grade 10

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3M

Tape Pos. 28-28
Format: I1

F2C3M GRADE LEVEL INCLUDED IN SCHL - GRADE 11

Grade 11

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3N

Tape Pos. 29-29
Format: I1

F2C3N GRADE LEVEL INCLUDED IN SCHL - GRADE 12

Grade 12

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 3O

Tape Pos. 30-30
Format: I1

F2C3O GRADE LEVEL INCLUDED IN SCHL - GRADE 13+

Grade 13+

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4

Which of these characterize your school?

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Question    4A                                      Tape Pos. 31-31
-------------                                       Format: I1

F2C4A       COMPREHENSIVE PUBLIC SCHOOL

Comprehensive public school (not including magnet school or
school of choice)




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


-------------
Question    4B                                      Tape Pos. 32-32
-------------                                       Format: I1

F2C4B       PUBLIC MAGNET SCHOOL

Public magnet school (e.g., whole school, magnet program,
school within a school)




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


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Question    4C                                      Tape Pos. 33-33
-------------                                       Format: I1

F2C4C       PUBLIC SCHOOL OF CHOICE

Public school of choice (open enrollment/non-specialized
curriculum)




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


-------------
Question    4D                                      Tape Pos. 34-34
-------------                                       Format: I1

F2C4D       YEAR-ROUND SCHOOL

Year-round school




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


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Question    4E                                      Tape Pos. 35-35
-------------                                       Format: I1

F2C4E       AREA VOCATIONAL SCHOOL

Area vocational school




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.
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Question    4F                                      Tape Pos. 36-36
-------------                                       Format: I1

F2C4F       OTHER TECHNICAL OR VOCATIONAL SCHOOL

Other technical or vocational school




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


-------------
Question    4G                                      Tape Pos. 37-37
-------------                                       Format: I1

F2C4G       CATHOLIC DIOCESAN

Catholic diocesan




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


-------------
Question    4H                                      Tape Pos. 38-38
-------------                                       Format: I1

F2C4H       CATHOLIC PARISH

Catholic parish




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


-------------
Question    4I                                      Tape Pos. 39-39
-------------                                       Format: I1

F2C4I       CATHOLIC RELIGIOUS ORDER

Catholic religious order




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.


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Question    4J                                      Tape Pos. 40-40
-------------                                       Format: I1

F2C4J       OTHER PRIVATE, RELIGIOUS AFFILIATION

Other private, religious affiliation




NOTE:  This variable was suppressed on the public data file
by NCES in accordance with the confidentiality provisions
of PL 100-297.
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Question 4K

Tape Pos. 41-41
Format: I1

F2C4K PRIVATE SCHOOL, NO RELIGIOUS AFFILIATION

Private school, no religious affiliation

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4L

Tape Pos. 42-42
Format: I1

F2C4L BOARDING SCHOOL

Boarding school

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4M

Tape Pos. 43-43
Format: I1

F2C4M INDIAN RESERVATION SCHOOL

Indian reservation school

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4N

Tape Pos. 44-44
Format: I1

F2C4N MILITARY ACADEMY

Military academy

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 4O

Tape Pos. 45-45
Format: I1

F2C4O ALTERNATIVE/STAY-IN-SCHOOL/DROP PREVENT

Alternative/stay-in-school/dropout prevention school

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 5

Tape Pos. 46-48
Format: I3

F2C5 # OF DAYS IN SCHOOL YR FOR 12TH GRADERS

How many days are in the school year for 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
000 TO 174 DAYS	001	1754	10.8%	9.6%
175 DAYS	002	1770	10.9%	11.6%
176 TO 179 DAYS	003	1473	9.0%	9.8%
180 DAYS	004	8021	49.2%	57.3%
181 TO 184 DAYS	005	1202	7.4%	7.7%
185+	006	650	4.0%	4.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	998	1117	6.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 6

Tape Pos. 49-50
Format: I2

F2C6 TYPICAL SEMESTER CLASS LOAD FOR SENIORS

What is a typical full academic class load for seniors in your school per semester or term? [Number of classes]

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	03	66	0.4%	0.8%
	04	264	1.6%	1.4%
	05	3147	19.3%	18.7%
	06	8167	50.1%	55.8%
	07	2920	17.9%	20.8%
	08	273	1.7%	2.0%
	09	30	0.2%	0.4%
	10	5	0.0%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	1115	6.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 7

Approximately what percentage of your 12th grade students is in each of the following instructional programs? Percentages should sum to 100%.

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Question    7A                                     Tape Pos. 51-53
--------------                                     Format: I3

F2C7A      PCT. 12TH GRD STUS IN GENERAL H.S. PROG

Percent of 12th grade students in general high school
program

                                                        PER-   WGTD
     RESPONSE                      CODES      FREQ      CENT   PCT
     ----------                  ---------   -----     -----  -----
                                       000    2695     16.5%  13.4%
                                       001      18      0.1%   0.1%
                                       002     124      0.8%   1.1%
                                       003      90      0.6%   0.5%
                                       004     194      1.2%   1.0%
                                       005     421      2.6%   3.1%
                                       006      64      0.4%   0.4%
                                       007     114      0.7%   0.9%
                                       008     166      1.0%   0.9%
                                       009     130      0.8%   0.9%
                                       010     588      3.6%   3.9%
                                       011     153      0.9%   0.9%
                                       012     181      1.1%   1.1%
                                       013     133      0.8%   1.2%
                                       014     170      1.0%   1.0%
                                       015     527      3.2%   3.8%
                                       016      77      0.5%   0.8%
                                       017      96      0.6%   0.8%
                                       018     152      0.9%   0.9%
                                       019      64      0.4%   0.4%
                                       020    1007      6.2%   7.1%
                                       021      32      0.2%   0.3%
                                       022     147      0.9%   1.3%
                                       023     129      0.8%   0.7%
                                       024      87      0.5%   0.7%
                                       025     301      1.8%   2.2%
                                       026     140      0.9%   0.7%
                                       027      75      0.5%   0.4%
                                       028      91      0.6%   0.6%
                                       029      78      0.5%   0.5%
                                       030     750      4.6%   5.6%
                                       031      85      0.5%   0.5%
                                       032     125      0.8%   0.7%
                                       033     138      0.8%   1.4%
                                       034      37      0.2%   0.3%
                                       035     353      2.2%   2.9%
                                       036      87      0.5%   0.5%
                                       037      57      0.3%   0.4%
                                       038      74      0.5%   0.5%
                                       039      68      0.4%   0.4%
                                       040     922      5.7%   5.6%
                                       041       7      0.0%   0.0%
                                       042      96      0.6%   0.5%
                                       043      80      0.5%   0.8%
                                       044      36      0.2%   0.2%
                                       045     134      0.8%   1.0%
                                       046      63      0.4%   0.4%
                                       047      42      0.3%   0.3%
                                       048      64      0.4%   0.5%
                                       049      26      0.2%   0.1%
                                       050     616      3.8%   5.4%
                                       051      25      0.2%   0.2%
                                       052      52      0.3%   0.3%
                                       053      91      0.6%   0.6%
                                       054      32      0.2%   0.6%
                                       055     177      1.1%   1.4%
                                       056      27      0.2%   0.2%
                                       057      30      0.2%   0.2%
                                       058      47      0.3%   0.4%
                                       059       1      0.0%   0.0%
                                       060     590      3.6%   4.2%
                                       062      56      0.3%   0.4%
                                       063      25      0.2%   0.2%
                                       064      46      0.3%   0.4%
                                       065     174      1.1%   1.2%
                                       066      48      0.3%   0.4%
                                       067      71      0.4%   0.5%
                                       068       2      0.0%   0.0%
                                       069      36      0.2%   0.2%
                                       070     201      1.2%   1.5%
                                       072      12      0.1%   0.0%
                                       075      61      0.4%   0.6%
                                       077      11      0.1%   0.1%
                                       080      94      0.6%   0.6%
                                       081       4      0.0%   0.1%
                                       082      20      0.1%   0.3%
                                       083      17      0.1%   0.1%
                                       085      31      0.2%   0.3%
                                       086       1 .    0.0%   0.0%
                                       087       8      0.0%   0.1%
                                       089      22      0.1%   0.1%
                                       090      33      0.2%   0.7%
                                       091       1      0.0%   0.1%
                                       092      10      0.1%   0.1%
                                       094      19      0.1%   0.1%
                                       095      10      0.1%   0.1%
                                       096       1      0.0%   0.0%
                                       098      36      0.2%   0.2%
                                       099      31      0.2%   0.2%
                                       100     415      2.5%   3.5%
  RESERVED CODES:
    NO SCHOOL QUEX.............                324      2.0% (MISS)
    MISSING....................        998    1315      8.1% (MISS)
                                             -----     -----  -----
  TOTALS:                                    16311    100.0% 100.0%
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Question    7B                                     Tape Pos. 54-56
--------------                                     Format: I3

F2C7B      PCT. 12TH GRD STUDNTS IN COLL PREP PRG

Percent of 12th grade student in college prep, academic, or
specialized academic (such as science or math)

                                                        PER-   WGTD
     RESPONSE                      CODES      FREQ      CENT   PCT
     ----------                  ---------   -----     -----  -----
                                       000     943      5.8%   8.7%
                                       001       1      0.0%   0.0%
                                       002      12      0.1%   0.1%
                                       003      24      0.1%   0.3%
                                       004      22      0.1%   0.1%
                                       005      57      0.3%   0.3%
                                       008      16      0.1%   0.1%
                                       010     192      1.2%   1.6%
                                       011      18      0.1%   0.1%
                                       013      31      0.2%   0.2%
                                       014      14      0.1%   0.1%
                                       015     185      1.1%   1.3%
                                       016      17      0.1%   0.2%
                                       017      41      0.3%   0.3%
                                       018      40      0.2%   0.3%
                                       020     456      2.8%   3.8%
                                       021       4      0.0%   0.0%
                                       022      21      0.1%   0.2%
                                       023      41      0.3%   0.3%
                                       024      28      0.2%   0.2%
                                       025     489      3.0%   4.5%
                                       026      19      0.1%   0.2%
                                       027      80      0.5%   0.5%
                                       028      66      0.4%   0.8%
                                       029      49      0.3%   0.3%
                                       030    1024      6.3%   6.2%
                                       031      37      0.2%   0.2%
                                       032      90      0.6%   0.6%
                                       033     222      1.4%   1.8%
                                       034       8      0.0%   0.0%
                                       035     632      3.9%   5.0%
                                       036     110      0.7%   0.7%
                                       037      28      0.2%   0.2%
                                       038     169      1.0%   1.0%
                                       039      54      0.3%   0.3%
                                       040    1332      8.2%   8.2%
                                       041      72      0.4%   0.4%
                                       042      84      0.5%   0.5%
                                       044      31      0.2%   0.3%
                                       045     369      2.3%   2.2%
                                       046      45      0.3%   0.3%
                                       047      50      0.3%   0.3%
                                       048     212      1.3%   1.3%
                                       049     -12      0.1%   0.1%
                                       050     710      4.4%   5.1%
                                       051      58      0.4%   0.4%
                                       052      98      0.6%   0.6%
                                       053      46      0.3%   0.3%
                                       054      20      0.1%   0.1%
                                       055     352      2.2%   2.6%
                                       056      41      0.3%   0.3%
                                       057      46      0.3%   0.3%
                                       058      27      0.2%   0.6%
                                       059       1      0.0%   0.0%
                                       060     873      5.4%   7.1%
                                       061      18      0.1%   0.1%
                                       062      81      0.5%   0.5%
                                       063      81      0.5%   0.5%
                                       064      40      0.2%   0.2%
                                       065     368      2.3%   2.4%
                                       066      51      0.3%   0.3%
                                       067      57      0.3%   0.4%
                                       068      42      0.3%   0.7%
                                       069      32      0.2%   0.3%
                                       070     447      2.7%   2.8%
                                       071      43      0.3%   0.3%
                                       072      31      0.2%   0.2%
                                       073      25      0.2%   0.2%
                                       074      84      0.5%   0.6%
                                       075     363      2.2%   2.7%
                                       076      32      0.2%   0.2%
                                       077       8      0.0%   0.0%
                                       078      39      0.2%   0.3%
                                       079       5      0.0%   0.2%
                                       080     329      2.0%   2.3%
                                       081      31      0.2%   0.3%
                                       082      43      0.3%   0.3%
                                       083      38      0.2%   0.4%
                                       084       3      0.0%   0.1%
                                       085     236      1.4%   1.2%
                                       086      26      0.2%   0.1%
                                       088      78      0.5%   0.6%
                                       089      15      0.1%   0.1%
                                       090     304      1.9%   1.8%
                                       091      51      0.3%   0.3%
                                       092      48      0.3%   0.2%
                                       093      25      0.2%   0.2%
                                       094      23      0.1%   0.2%
                                       095     144      0.9%   0.7%
                                       096      35      0.2%   0.1%
                                       097      56      0.3%   0.3%
                                       098      60      0.4%   0.4%
                                       099      10      0.1%   0.0%
                                       100    1572      9.6%   6.0%
  RESERVED CODES:
    NO SCHOOL QUEX.............                324      2.0% (MISS)
    MISSING....................        998    1294      7.9% (MISS)
                                             -----     -----  -----
  TOTALS:                                    16311    100.0% 100.0%
```

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Question 7C

Tape Pos. 57-59
Format: I3

F2C7C PCT. 12TH GR STUS IN OTH SPECIALIZD PROG

Percent of 12th grade students in other specialized high school program (such as fine arts)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	11776	72.2%	78.6%
	001	250	1.5%	1.8%
	002	238	1.5%	2.2%
	003	249	1.5%	1.5%
	004	91	0.6%	0.7%
	005	742	4.5%	4.9%
	006	65	0.4%	0.6%
	007	117	0.7%	0.8%
	008	51	0.3%	0.4%
	009	11	0.1%	0.1%
	010	478	2.9%	3.0%
	011	42	0.3%	0.3%
	012	38	0.2%	0.2%
	014	24	0.1%	0.2%
	015	217	1.3%	1.8%
	016	23	0.1%	0.6%
	017	20	0.1%	0.1%
	018	23	0.1%	0.2%
	020	99	0.6%	0.7%
	025	46	0.3%	0.5%
	027	15	0.1%	0.1%
	028	17	0.1%	0.1%
	030	30	0.2%	0.1%
	032	4	0.0%	0.2%
	040	7	0.0%	0.0%
	046	8	0.0%	0.1%
	060	1	0.0%	0.2%
	100	4	0.0%	0.2%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING.....................	998	1301	8.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 7D

Vocational, technical, or business:

Question 7D1

Tape Pos. 60-62
Format: I3

F2C7D1 PCT. 12TH GRD STUS IN INDUSTRL ARTS PROG

Percent of 12th grade students in industrial arts/technology education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	9024	55.3%	59.3%
	001	749	4.6%	5.8%
	002	729	4.5%	5.5%
	003	466	2.9%	3.3%
	004	365	2.2%	3.2%
	005	983	6.0%	7.1%
	006	109	0.7%	1.1%
	007	98	0.6%	0.4%
	008	274	1.7%	1.9%
	009	74	0.5%	0.5%
	010	1130	6.9%	7.2%
	011	10	0.1%	0.1%
	012	21	0.1%	0.1%
	013	27	0.2%	0.2%
	014	21	0.1%	0.2%
	015	180	1.1%	1.2%
	018	40	0.2%	0.2%
	020	199	1.2%	1.4%
	023	2	0.0%	0.1%
	025	21	0.1%	0.3%
	027	48	0.3%	0.2%
	030	32	0.2%	0.2%
	033	16	0.1%	0.1%
	040	13	0.1%	0.1%
	041	9	0.1%	0.1%
	050	10	0.1%	0.0%
	059	5	0.0%	0.0%
	100	6	0.0%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING.....................	998	1326	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 7D2

Tape Pos. 63-65
Format: I3

F2C7D2 PCT. 12TH GRD STUS IN AGRICULTURL OCC

Percent of 12th grade students in agricultural occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	11844	72.6%	79.2%
	001	658	4.0%	5.6%
	002	502	3.1%	3.4%
	003	341	2.1%	2.5%
	004	191	1.2%	1.5%
	005	529	3.2%	4.1%
	006	33	0.2%	0.3%
	007	34	0.2%	0.3%
	008	25	0.2%	0.3%
	009	26	0.2%	0.2%
	010	288	1.8%	1.6%
	012	16	0.1%	0.1%
	013	42	0.3%	0.2%
	014	35	0.2%	0.1%
	015	40	0.2%	0.3%
	020	38	0.2%	0.3%
	022	19	0.1%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING.....................	998	1326	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 7D3

Tape Pos. 66-68
Format: I3

F2C7D3 PCT. 12TH GR STUS IN BUSINESS/OFC OCC

Percent of 12th grade students in business or office occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	7777	47.7%	50.0%
	001	644	3.9%	5.4%
	002	701	4.3%	4.4%
	003	474	2.9%	3.6%
	004	499	3.1%	3.5%
	005	1445	8.9%	11.1%
	006	227	1.4%	1.2%
	007	272	1.7%	2.0%
	008	316	1.9%	2.1%
	009	53	0.3%	0.3%
	010	1134	7.0%	8.3%
	011	79	0.5%	0.7%
	012	177	1.1%	1.1%
	013	147	0.9%	0.8%
	014	45	0.3%	0.3%
	015	170	1.0%	1.2%
	016	33	0.2%	0.2%
	017	42	0.3%	0.3%
	018	30	0.2%	0.3%
	019	1	0.0%	0.0%
	020	160	1.0%	1.4%
	022	23	0.1%	0.2%
	023	9	0.1%	0.0%
	025	58	0.4%	0.6%
	028	16	0.1%	0.1%
	029	33	0.2%	0.2%
	030	59	0.4%	0.4%
	034	15	0.1%	0.0%
	037	2	0.0%	0.1%
	039	3	0.0%	0.1%
	040	1	0.0%	0.0%
	065	7	0.0%	0.0%
	090	9	0.1%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING.....................	998	1326	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question   7D4                              Tape Pos. 69-71
--------------                              Format: I3

F2C7D4     PCT. 12TH GR STUS IN MARKETNG/DISTRIB ED

Percent of 12th grade students in marketing or distributive'
education

                                                          PER-   WGTD
    RESPONSE                     CODES      FREQ   CENT   PCT
   ----------                  ---------   -----  -----  -----
                                     000   10500  64.4%  70.7%
                                     001     698   4.3%   4.7%
                                     002    1023   6.3%   7.4%
                                     003     471   2.9%   3.2%
                                     004     293   1.8%   2.0%
                                     005     762   4.7%   5.6%
                                     006     205   1.3%   1.2%
                                     007      66   0.4%   0.6%
                                     008     122   0.7%   1.0%
                                     009      60   0.4%   0.3%
                                     010     289   1.8%   2.1%
                                     011      23   0.1%   0.2%
                                     012      29   0.2%   0.3%
                                     014      28   0.2%   0.1%
                                     015       3   0.0%   0.0%
                                     017      15   0.1%   0.1%
                                     020      19   0.1%   0.1%
                                     021      17   0.1%   0.1%
                                     022      20   0.1%   0.1%
                                     025      18   0.1%   0.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324   2.0% (MISS)
   MISSING....................       998    1326   8.1% (MISS)
                                           -----  -----  -----
 TOTALS:                                   16311 100.0% 100.0%
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Question   7D5                              Tape Pos. 72-74
--------------                              Format: I3

F2C7D5     PCT. 12TH GRD STUS IN HEALTH OCCUPATIONS

Percent of 12th grade students in health occupations

                                                          PER-   WGTD
    RESPONSE                     CODES      FREQ   CENT   PCT
   ----------                  ---------   -----  -----  -----
                                     000   11401  69.9%  76.7%
                                     001    1228   7.5%   8.4%
                                     002     719   4.4%   4.9%
                                     003     404   2.5%   3.0%
                                     004     154   0.9%   1.2%
                                     005     536   3.3%   3.8%
                                     006      85   0.5%   0.5%
                                     008      61   0.4%   0.3%
                                     009       2   0.0%   0.0%
                                     010      52   0.3%   0.8%
                                     015      11   0.1%   0.2%
                                     016       7   0.0%   0.2%
                                     040       1   0.0%   0.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324   2.0% (MISS)
   MISSING....................       998    1326   8.1% (MISS)
                                           -----  -----  -----
 TOTALS:                                   16311 100.0% 100.0%
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--------------
Question   7D6                              Tape Pos. 75-77
--------------                              Format: I3

F2C7D6     PCT. 12TH GR STUS IN HOME ECON OCC

Percent of 12th grade students in home economics
occupations

                                                          PER-   WGTD
    RESPONSE                     CODES      FREQ   CENT   PCT
   ----------                  ---------   -----  -----  -----
                                     000   10990  67.4%  74.9%
                                     001    1000   6.1%   6.7%
                                     002     842   5.2%   5.7%
                                     003     312   1.9%   2.8%
                                     004     176   1.1%   1.2%
                                     005     623   3.8%   4.0%
                                     006     133   0.8%   0.7%
                                     007      74   0.5%   0.4%
                                     008     106   0.6%   1.0%
                                     009      42   0.3%   0.3%
                                     010     295   1.8%   1.8%
                                     012      12   0.1%   0.1%
                                     013       9   0.1%   0.0%
                                     014      20   0.1%   0.2%
                                     020       3   0.0%   0.1%
                                     025      22   0.1%   0.1%
                                     026       2   0.0%   0.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324   2.0% (MISS)
   MISSING....................       998    1326   8.1% (MISS)
                                           -----  -----  -----
 TOTALS:                                   16311 100.0% 100.0%
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--------------
Question   7D7                              Tape Pos. 78-80
--------------                              Format: I3

F2C7D7     PCT. 12TH GR STUS IN CONSUMR/HOMEMKNG ED

Percent of 12th grade students in consumer and homemaking
education

                                                          PER-   WGTD
    RESPONSE                     CODES      FREQ   CENT   PCT
   ----------                  ---------   -----  -----  -----
                                     000   12126  74.3%  82.5%
                                     001     753   4.6%   5.0%
                                     002     525   3.2%   3.8%
                                     003     217   1.3%   1.8%
                                     004     160   1.0%   0.8%
                                     005     331   2.0%   2.8%
                                     006     179   1.1%   0.9%
                                     007       2   0.0%   0.0%
                                     008      56   0.3%   0.3%
                                     009      13   0.1%   0.1%
                                     010     147   0.9%   0.9%
                                     011       3   0.0%   0.1%
                                     013      25   0.2%   0.1%
                                     015      29   0.2%   0.3%
                                     019      46   0.3%   0.3%
                                     020      15   0.1%   0.1%
                                     021       2   0.0%   0.0%
                                     025      32   0.2%   0.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324   2.0% (MISS)
   MISSING....................       998    1326   8.1% (MISS)
                                           -----  -----  -----
 TOTALS:                                   16311 100.0% 100.0%
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Question   7D8                              Tape Pos. 81-83
--------------                              Format: I3

F2C7D8     PCT. 12TH GRD STUS IN TECH OCCUPATIONS

Percent of 12th grade students in technical occupations

                                                          PER-   WGTD
    RESPONSE                     CODES      FREQ   CENT   PCT
   ----------                  ---------   -----  -----  -----
                                     000   11605  71.1%  78.2%
                                     001     693   4.2%   4.7%
                                     002     541   3.3%   3.9%
                                     003     368   2.3%   2.5%
                                     004     210   1.3%   1.4%
                                     005     497   3.0%   3.9%
                                     006      89   0.5%   0.9%
                                     007      36   0.2%   0.2%
                                     008     106   0.6%   0.8%
                                     009      19   0.1%   0.2%
                                     010     337   2.1%   2.3%
                                     012      35   0.2%   0.2%
                                     015      33   0.2%   0.2%
                                     016      14   0.1%   0.1%
                                     017      15   0.1%   0.0%
                                     020      28   0.2%   0.2%
                                     025       2   0.0%   0.0%
                                     030      15   0.1%   0.2%
                                     063      18   0.1%   0.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324   2.0% (MISS)
   MISSING....................       998    1326   8.1% (MISS)
                                           -----  -----  -----
 TOTALS:                                   16311 100.0% 100.0%
```

Question 7D9

Tape Pos. 84-86
Format: I3

F2C7D9 PCT. 12TH GR STUS IN TRADE/INDUSTRL OCC

Percent of 12th grade students in trade or industrial occupations

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	10048	61.6%	66.1%
	001	750	4.6%	5.5%
	002	684	4.2%	4.7%
	003	391	2.4%	3.1%
	004	389	2.4%	2.5%
	005	707	4.3%	5.1%
	006	184	1.1%	1.3%
	007	123	0.8%	0.6%
	008	217	1.3%	1.8%
	009	131	0.8%	0.9%
	010	426	2.6%	3.0%
	011	44	0.3%	0.4%
	012	50	0.3%	0.3%
	013	37	0.2%	0.2%
	014	32	0.2%	0.2%
	015	70	0.4%	0.7%
	016	68	0.4%	1.1%
	017	75	0.5%	0.5%
	018	21	0.1%	0.1%
	020	63	0.4%	0.8%
	021	26	0.2%	0.1%
	022	2	0.0%	0.0%
	025	93	0.6%	0.7%
	031	11	0.1%	0.0%
	040	6	0.0%	0.0%
	045	2	0.0%	0.1%
	050	2	0.0%	0.1%
	070	1	0.0%	0.1%
	099	2	0.0%	0.1%
RESERVED CODES:	100	6	0.0%	0.1%
NO SCHOOL QUEX...............		324	2.0%	(MISS)
MISSING......................	998	1326	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 7E

Tape Pos. 87-89
Format: I3

F2C7E PCT. 12TH GRD STUS IN SPECIAL ED PROGRAM

Percent of 12th grade students in special education program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	6690	41.0%	42.8%
	001	1308	8.0%	9.1%
	002	1277	7.8%	8.7%
	003	708	4.3%	5.2%
	004	458	2.8%	2.8%
	005	1576	9.7%	12.3%
	006	359	2.2%	3.1%
	007	275	1.7%	1.7%
	008	262	1.6%	1.6%
	009	203	1.2%	1.5%
	010	1010	6.2%	7.6%
	011	8	0.0%	0.1%
	012	104	0.6%	0.7%
	013	78	0.5%	0.4%
	014	59	0.4%	0.4%
	015	158	1.0%	0.9%
	017	16	0.1%	0.1%
	018	25	0.2%	0.2%
	020	55	0.3%	0.3%
	025	16	0.1%	0.1%
RESERVED CODES:	030	16	0.1%	0.1%
NO SCHOOL QUEX...............		324	2.0%	(MISS)
MISSING......................	998	1326	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 7F

Tape Pos. 90-92
Format: I3

F2C7F PCT. 12TH GRD STUS IN ALTERNATIVE PROG

Percent of 12th grade students in alternative program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	12464	76.4%	85.0%
	001	897	5.5%	5.9%
	002	322	2.0%	2.1%
	003	139	0.9%	1.0%
	004	142	0.9%	0.9%
	005	301	1.8%	1.9%
	006	63	0.4%	0.5%
	007	55	0.3%	0.7%
	008	33	0.2%	0.2%
	010	99	0.6%	0.8%
	011	16	0.1%	0.1%
	012	22	0.1%	0.1%
	015	16	0.1%	0.1%
	020	58	0.4%	0.3%
	025	5	0.0%	0.1%
	035	8	0.0%	0.1%
RESERVED CODES:	100	21	0.1%	0.2%
NO SCHOOL QUEX...............		324	2.0%	(MISS)
MISSING......................	998	1326	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 7G

Tape Pos. 93-95
Format: I3

F2C7G PCT. 12TH GRD STUS IN OTHER TYPE PROG

Percent of 12th grade students in other (specify) program

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	14170	86.9%	97.0%
	001	35	0.2%	0.1%
	002	85	0.5%	0.5%
	003	72	0.4%	0.4%
	004	6	0.0%	0.1%
	005	33	0.2%	0.2%
	010	63	0.4%	0.4%
	012	46	0.3%	0.2%
	015	14	0.1%	0.1%
	020	38	0.2%	0.4%
	025	24	0.1%	0.1%
	030	3	0.0%	0.0%
	045	19	0.1%	0.1%
	055	15	0.1%	0.1%
	060	20	0.1%	0.1%
	095	17	0.1%	0.2%
RESERVED CODES:	100	1	0.0%	0.0%
NO SCHOOL QUEX...............		324	2.0%	(MISS)
MISSING......................	998	1326	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Because only 31 verbatims are available for this item, a special flag indicating their presence was not constructed.

Question 8A

If any students in your school are in vocational programs, how is a vocational completer defined?

Question 8AA

Tape Pos. 96-96
Format: I1

F2C8AA NO STUS IN VOCATIONAL PROGRAM

No students in vocational programs

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES..........................	1	2226	13.6%	12.6%
DOES NOT APPLY...................	2	11091	68.0%	87.4%
RESERVED CODES:				
NO SCHOOL QUEX...............		324	2.0%	(MISS)
MISSING......................	8	2670	16.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 8AB

Tape Pos. 97-97
Format: I1

F2C8AB NO VOC COMPLETER DEFINITION USED

No definition of vocational completer used

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	4190	25.7%	30.4%
DOES NOT APPLY.................	2	9127	56.0%	69.6%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	2670	16.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 8AC

Tape Pos. 98-98
Format: I1

F2C8AC ATTAIN CREDENTIAL/VOC CERTIFICATE

Vocational completer defined as attainment of nationally-established credential or license, or vocational diploma or certificate

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	1312	8.0%	10.7%
DOES NOT APPLY.................	2	12005	73.6%	89.3%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	2670	16.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 8AD

Tape Pos. 99-99
Format: I1

F2C8AD COMPLETE VOC COURSE SEQUENCE IN AREA

Vocational completer defined as completion of specified sequence of vocational/courses within an occupational area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	4418	27.1%	37.2%
DOES NOT APPLY.................	2	8899	54.6%	62.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	2670	16.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 8AE

Tape Pos. 100-100
Format: I1

F2C8AE COMPLETE VOC COURSE CREDIT HRS IN AREA

Vocational completer defined as completion of specified number of vocational courses or credit hours within an occupational area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	3956	24.3%	32.0%
DOES NOT APPLY.................	2	9361	57.4%	68.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	2670	16.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 8AF

Tape Pos. 101-101
Format: I1

F2C8AF COMPLETE MINIMUM # VOC COURSES, ANY AREA

Vocational completer defined as completion of a minimum number of vocational courses or credit hours (regardless of occupational area)

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	1746	10.7%	14.5%
DOES NOT APPLY.................	2	11571	70.9%	85.5%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	2670	16.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 8AG

Tape Pos. 102-102
Format: I1

F2C8AG OTHER VOCATIONAL COMPLETER DEFINITION

Other (specify) vocational completer definition

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	452	2.8%	3.2%
DOES NOT APPLY.................	2	12865	78.9%	96.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	2670	16.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Because only 24 verbatims are available for this item, a special flag indicating their presence was not constructed.

Question 8B

If your definition of a vocational completer includes minimum course or credit requirements, please enter those requirements below.

Question 8BA1

Tape Pos. 103-103
Format: I1

F2C8BA1 MINIMUM FOR AGRICULTURE

Minimum for agriculture

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO MINIMUM ESTABLISHED........	0	2786	17.1%	60.0%
MINIMUM ESTABLISHED...........	1	1804	11.1%	40.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	7	13	0.1%	(MISS)
MISSING....................	8	4968	30.5%	(MISS)
LEGITMATE SKIP.............	9	6416	39.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 8BA2

Tape Pos. 104-104
Format: I1

F2C8BA2 MINIMUM FOR BUSINESS/OFFICE

Minimum for business/office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO MINIMUM ESTABLISHED........	0	1408	8.6%	28.3%
MINIMUM ESTABLISHED...........	1	3820	23.4%	71.7%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	7	10	0.1%	(MISS)
MISSING....................	8	4333	26.6%	(MISS)
LEGITMATE SKIP.............	9	6416	39.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

```
---------------
Question   8BA3                          Tape Pos. 105-105
---------------                          Format: I1

F2C8BA3     MINIMUM FOR OCUPATIONAL HLTH

Minimum for occupational health

                                                      PER-    WGTD
   RESPONSE                     CODES      FREQ     CENT     PCT
   ----------                 ---------    -----    ------   -----
NO MINIMUM ESTABLISHED........     0       2489     15.3%   54.4%
MINIMUM ESTABLISHED...........     1       2103     12.9%   45.6%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324      2.0%  (MISS)
   REFUSED....................     7         13      0.1%  (MISS)
   MISSING....................     8       4966     30.4%  (MISS)
   LEGITMATE SKIP.............     9       6416     39.3%  (MISS)
                                           -----    ------  ------
  TOTALS:                                  16311    100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   8BA4                          Tape Pos. 106-106
---------------                          Format: I1

F2C8BA4     MINIMUM FOR MARKETING/DISTRIBUTION

Minimum for marketing/distribution

                                                      PER-    WGTD
   RESPONSE                     CODES      FREQ     CENT     PCT
   ----------                 ---------    -----    ------   -----
NO MINIMUM ESTABLISHED........     0       2178     13.4%   48.7%
MINIMUM ESTABLISHED...........     1       2637     16.2%   51.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324      2.0%  (MISS)
   REFUSED....................     7         13      0.1%  (MISS)
   MISSING....................     8       4743     29.1%  (MISS)
   LEGITMATE SKIP.............     9       6416     39.3%  (MISS)
                                           -----    ------  ------
  TOTALS:                                  16311    100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   8BA5                          Tape Pos. 107-107
---------------                          Format: I1

F2C8BA5     MINIMUM FOR OCCUPATIONAL HOME ECONOMICS

Minimum for occupational home economics

                                                      PER-    WGTD
   RESPONSE                     CODES      FREQ     CENT     PCT
   ----------                 ---------    -----    ------   -----
NO MINIMUM ESTABLISHED........     0       2526     15.5%   56.0%
MINIMUM ESTABLISHED...........     1       2090     12.8%   44.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324      2.0%  (MISS)
   REFUSED....................     7         13      0.1%  (MISS)
   MISSING....................     8       4942     30.3%  (MISS)
   LEGITMATE SKIP.............     9       6416     39.3%  (MISS)
                                           -----    ------  ------
  TOTALS:                                  16311    100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   8BA6                          Tape Pos. 108-108
---------------                          Format: I1

F2C8BA6     MINIMUM FOR BUILDING/CONSTRUCTION

Minimum for building/construction

                                                      PER-    WGTD
   RESPONSE                     CODES      FREQ     CENT     PCT
   ----------                 ---------    -----    ------   -----
NO MINIMUM ESTABLISHED........     0       2310     14.2%   48.3%
MINIMUM ESTABLISHED...........     1       2525     15.5%   51.7%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324      2.0%  (MISS)
   REFUSED....................     7         13      0.1%  (MISS)
   MISSING....................     8       4723     29.0%  (MISS)
   LEGITMATE SKIP.............     9       6416     39.3%  (MISS)
                                           -----    ------  ------
  TOTALS:                                  16311    100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   8BA7                          Tape Pos. 109-109
---------------                          Format: I1

F2C8BA7     MINIMUM FOR MECHANICS/REPAIR

Minimum for mechanics/repairs

                                                      PER-    WGTD
   RESPONSE                     CODES      FREQ     CENT     PCT
   ----------                 ---------    -----    ------   -----
NO MINIMUM ESTABLISHED........     0       2050     12.6%   42.0%
MINIMUM ESTABLISHED...........     1       2792     17.1%   58.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324      2.0%  (MISS)
   REFUSED....................     7         13      0.1%  (MISS)
   MISSING....................     8       4716     28.9%  (MISS)
   LEGITMATE SKIP.............     9       6416     39.3%  (MISS)
                                           -----    ------  ------
  TOTALS:                                  16311    100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   8BA8                          Tape Pos. 110-110
---------------                          Format: I1

F2C8BA8     MINIMUM FOR PRECISION PRODUCTION

Minimum for precision production

                                                      PER-    WGTD
   RESPONSE                     CODES      FREQ     CENT     PCT
   ----------                 ---------    -----    ------   -----
NO MINIMUM ESTABLISHED........     0       3160     19.4%   75.1%
MINIMUM ESTABLISHED...........     1       1059      6.5%   24.9%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324      2.0%  (MISS)
   REFUSED....................     7         34      0.2%  (MISS)
   MISSING....................     8       5318     32.6%  (MISS)
   LEGITMATE SKIP.............     9       6416     39.3%  (MISS)
                                           -----    ------  ------
  TOTALS:                                  16311    100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   8BA9                          Tape Pos. 111-111
---------------                          Format: I1

F2C8BA9     MINIMUM FOR OTHER VOCATIONAL AREA

Minimum for other vocational area

                                                      PER-    WGTD
   RESPONSE                     CODES      FREQ     CENT     PCT
   ----------                 ---------    -----    ------   -----
NO MINIMUM ESTABLISHED........     0       2722     16.7%   74.3%
MINIMUM ESTABLISHED...........     1       1002      6.1%   25.7%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324      2.0%  (MISS)
   REFUSED....................     7         13      0.1%  (MISS)
   MISSING....................     8       5834     35.8%  (MISS)
   LEGITMATE SKIP.............     9       6416     39.3%  (MISS)
                                           -----    ------  ------
  TOTALS:                                  16311    100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   8BB1                                  Tape Pos. 112-114
---------------                                  Format: I3

F2C8BB1    MINIMUM # COURSES, AGRICULTURE

Minimum number of courses for agriculture

                                                        PER-    WGTD
   RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                     ---------    -----    -----   -----
                                      001       116     0.7%   15.4%
                                      002       312     1.9%   22.0%
                                      003       392     2.4%   26.0%
                                      004       307     1.9%   20.3%
                                      005        18     0.1%    1.3%
                                      006        93     0.6%    5.3%
                                      007         6     0.0%    2.4%
                                      008        51     0.3%    3.2%
                                      009         1     0.0%    0.2%
                                      010        52     0.3%    2.8%
                                      011        21     0.1%    1.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............                  324     2.0% (MISS)
   REFUSED....................        997        13     0.1% (MISS)
   MISSING....................        998      4968    30.5% (MISS)
   LEGITMATE SKIP.............        999      9637    59.1% (MISS)
                                               -----    -----   -----
 TOTALS:                                       16311   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   8BB2                                  Tape Pos. 115-117
---------------                                  Format: I3

F2C8BB2    MINIMUM # COURSES, BUSINESS/OFFICE

Minimum number of courses for business/office

                                                        PER-    WGTD
   RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                     ---------    -----    -----   -----
                                      001       267     1.6%   12.2%
                                      002       621     3.8%   21.8%
                                      003       716     4.4%   24.0%
                                      004       382     2.3%   14.0%
                                      005       244     1.5%    6.4%
                                      006       323     2.0%    9.7%
                                      007       101     0.6%    3.8%
                                      008       135     0.8%    4.1%
                                      009        20     0.1%    1.2%
                                      010        49     0.3%    1.5%
                                      015         4     0.0%    0.2%
                                      016        12     0.1%    0.7%
                                      020        13     0.1%    0.4%
 RESERVED CODES:
   NO SCHOOL QUEX.............                  324     2.0% (MISS)
   REFUSED....................        997        13     0.1% (MISS)
   MISSING....................        998      4351    26.7% (MISS)
   LEGITMATE SKIP.............        999      8736    53.6% (MISS)
                                               -----    -----   -----
 TOTALS:                                       16311   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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---------------
Question   8BB3                                  Tape Pos. 118-120
---------------                                  Format: I3

F2C8BB3    MINIMUM # COURSES, OCCUPATIONAL HEALTH

Minimum number of courses for occupational health

                                                        PER-    WGTD
   RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                     ---------    -----    -----   -----
                                      001       351     2.2%   25.3%
                                      002       580     3.6%   36.0%
                                      003       268     1.6%   16.8%
                                      004       147     0.9%    9.1%
                                      005        19     0.1%    0.1%
                                      006       126     0.8%    8.1%
                                      007         6     0.0%    2.2%
                                      008        23     0.1%    1.0%
                                      010        17     0.1%    0.6%
                                      013         9     0.1%    0.8%
 RESERVED CODES:
   NO SCHOOL QUEX.............                  324     2.0% (MISS)
   REFUSED....................        997        13     0.1% (MISS)
   MISSING....................        998      4986    30.6% (MISS)
   LEGITMATE SKIP.............        999      9442    57.9% (MISS)
                                               -----    -----   -----
 TOTALS:                                       16311   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   8BB4                                  Tape Pos. 121-123
---------------                                  Format: I3

F2C8BB4    MINIMUM # COURSES, MARKETING/DISTRBUTION

Minimum number of courses for marketing/distribution

                                                        PER-    WGTD
   RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                     ---------    -----    -----   -----
                                      001       434     2.7%   25.3%
                                      002       721     4.4%   38.1%
                                      003       336     2.1%   13.8%
                                      004       226     1.4%   11.6%
                                      005        33     0.2%    0.6%
                                      006       125     0.8%    6.6%
                                      007        15     0.1%    2.3%
                                      008        31     0.2%    1.5%
                                      010         4     0.0%    0.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............                  324     2.0% (MISS)
   REFUSED....................        997        13     0.1% (MISS)
   MISSING....................        998      4743    29.1% (MISS)
   LEGITMATE SKIP.............        999      9306    57.1% (MISS)
                                               -----    -----   -----
 TOTALS:                                       16311   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   8BB5                                  Tape Pos. 124-126
---------------                                  Format: I3

F2C8BB5    MINIMUM # COURSES, OCUPATIONAL HOME ECON

Minimum number of courses for occupational home economics

                                                        PER-    WGTD
   RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                     ---------    -----    -----   -----
                                      001       296     1.8%   23.8%
                                      002       465     2.9%   31.9%
                                      003       372     2.3%   18.2%
                                      004       241     1.5%   15.8%
                                      005        23     0.1%    0.9%
                                      006        88     0.5%    5.6%
                                      007         6     0.0%    2.3%
                                      008         1     0.0%    0.2%
                                      010        21     0.1%    1.0%
                                      012         4     0.0%    0.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............                  324     2.0% (MISS)
   REFUSED....................        997        13     0.1% (MISS)
   MISSING....................        998      4960    30.4% (MISS)
   LEGITMATE SKIP.............        999      9497    58.2% (MISS)
                                               -----    -----   -----
 TOTALS:                                       16311   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

```
---------------
Question   8BB6                                  Tape Pos. 127-129
---------------                                  Format: I3

F2C8BB6    MINIMUM # COURSES, BUILDING/CONSTRUCTION

Minimum number of courses for building/construction

                                                        PER-    WGTD
   RESPONSE                         CODES      FREQ     CENT    PCT
   ----------                     ---------    -----    -----   -----
                                      001       301     1.8%   21.8%
                                      002       695     4.3%   37.0%
                                      003       286     1.8%   14.0%
                                      004       160     1.0%    8.0%
                                      005        90     0.6%    4.6%
                                      006       183     1.1%    9.7%
                                      007        10     0.1%    2.8%
                                      008        23     0.1%    0.8%
                                      009        17     0.1%    1.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............                  324     2.0% (MISS)
   REFUSED....................        997        13     0.1% (MISS)
   MISSING....................        998      4743    29.1% (MISS)
   LEGITMATE SKIP.............        999      9466    58.0% (MISS)
                                               -----    -----   -----
 TOTALS:                                       16311   100.0% 100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question 8BB7

Tape Pos. 130-132
Format: I3

F2C8BB7 MINIMUM # COURSES, MECHANICS/REPAIR

Minimum number of courses for mechanics/repair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	303	1.9%	18.1%
	002	788	4.8%	36.8%
	003	288	1.8%	15.6%
	004	188	1.2%	10.2%
	005	96	0.6%	3.9%
	006	176	1.1%	8.4%
	007	19	0.1%	2.7%
	008	44	0.3%	1.8%
	009	17	0.1%	1.1%
	010	4	0.0%	0.1%
	012	22	0.1%	1.3%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	13	0.1%	(MISS)
MISSING....................	998	4736	29.0%	(MISS)
LEGITMATE SKIP.............	999	9293	57.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 8BB8

Tape Pos. 133-135
Format: I3

F2C8BB8 MINIMUM # COURSES, PRECISION PRODUCTION

Minimum number of courses for precision production

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	140	0.9%	32.2%
	002	254	1.6%	23.4%
	003	135	0.8%	16.1%
	004	90	0.6%	10.2%
	005	49	0.3%	3.6%
	006	63	0.4%	5.7%
	007	15	0.1%	5.0%
	008	13	0.1%	1.2%
	009	14	0.1%	1.4%
	010	6	0.0%	0.6%
	012	4	0.0%	0.6%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	34	0.2%	(MISS)
MISSING....................	998	5338	32.7%	(MISS)
LEGITMATE SKIP.............	999	9832	60.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 8BB9

Tape Pos. 136-138
Format: I3

F2C8BB9 MINIMUM # COURSES, OTHER VOCATIONAL AREA

Minimum number of courses for other vocational area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	106	0.6%	19.8%
	002	134	0.8%	20.9%
	003	66	0.4%	11.0%
	004	76	0.5%	10.4%
	005	35	0.2%	2.9%
	006	105	0.6%	13.4%
	007	29	0.2%	3.3%
	008	14	0.1%	1.9%
	009	2	0.0%	1.1%
	010	89	0.5%	13.2%
	022	1	0.0%	0.4%
	040	23	0.1%	1.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	13	0.1%	(MISS)
MISSING....................	998	5874	36.0%	(MISS)
LEGITMATE SKIP.............	999	9420	57.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 8BC1

Tape Pos. 139-141
Format: I3

F2C8BC1 MINIMUM # CREDITS, AGRICULTURE

Minimum number of credits for agriculture

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	81	0.5%	5.5%
	002	240	1.5%	15.1%
	003	387	2.4%	33.1%
	004	100	0.6%	5.5%
	005	97	0.6%	6.1%
	006	221	1.4%	15.9%
	007	24	0.1%	3.4%
	008	49	0.3%	2.5%
	009	51	0.3%	4.1%
	010	108	0.7%	5.0%
	012	15	0.1%	0.6%
	020	16	0.1%	1.0%
	022	17	0.1%	0.6%
	024	4	0.0%	0.1%
	030	1	0.0%	0.7%
	040	2	0.0%	0.2%
	060	8	0.0%	0.6%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	13	0.1%	(MISS)
MISSING....................	998	4968	30.5%	(MISS)
LEGITMATE SKIP.............	999	9585	58.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 8BC2

Tape Pos. 142-144
Format: I3

F2C8BC2 MINIMUM # CREDITS, BUSINESS/OFFICE

Minimum number of credits for business/office

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	190	1.2%	5.1%
	002	433	2.7%	14.0%
	003	796	4.9%	27.2%
	004	251	1.5%	11.5%
	005	236	1.4%	5.7%
	006	316	1.9%	11.0%
	007	144	0.9%	5.1%
	008	150	0.9%	4.0%
	009	105	0.6%	4.8%
	010	122	0.7%	3.6%
	012	70	0.4%	2.0%
	020	35	0.2%	1.1%
	021	10	0.1%	0.2%
	022	17	0.1%	0.3%
	024	4	0.0%	0.1%
	025	9	0.1%	0.7%
	030	39	0.2%	1.1%
	040	56	0.3%	2.1%
	045	2	0.0%	0.1%
	080	2	0.0%	0.2%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	13	0.1%	(MISS)
MISSING....................	998	4351	26.7%	(MISS)
LEGITMATE SKIP.............	999	8636	52.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

```
---------------
Question   8BC3                               Tape Pos. 145-147
---------------                               Format: I3

F2C8BC3    MINIMUM # CREDITS, OCCUPATIONAL HEALTH

Minimum number of credits for occupational health

                                                          PER-    WGTD
    RESPONSE                       CODES      FREQ       CENT    PCT
   ----------                    ---------   -----      -----   -----
                                    001        119       0.7%    5.0%
                                    002        137       0.8%    7.0%
                                    003        413       2.5%   30.8%
                                    004        155       1.0%   10.2%
                                    005        157       1.0%    5.4%
                                    006        309       1.9%   17.6%
                                    007         67       0.4%    4.8%
                                    008         86       0.5%    3.0%
                                    009         36       0.2%    3.3%
                                    010         61       0.4%    1.9%
                                    012         66       0.4%    3.7%
                                    015         25       0.2%    0.6%
                                    020         20       0.1%    1.6%
                                    024          4       0.0%    0.1%
                                    025         22       0.1%    0.6%
                                    030          1       0.0%    0.6%
                                    040          7       0.0%    1.7%
                                    045          2       0.0%    0.2%
                                    084          2       0.0%    0.6%
                                    152         20       0.1%    1.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324       2.0% (MISS)
   REFUSED....................      997         13       0.1% (MISS)
   MISSING....................      998       4966      30.4% (MISS)
   LEGITMATE SKIP.............      999       9299      57.0% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   8BC4                               Tape Pos. 148-150
---------------                               Format: I3

F2C8BC4    MINIMUM # CREDITS, MARKETING/DISTRBUTION

Minimum number of credits for marketing/distribution

                                                          PER-    WGTD
    RESPONSE                       CODES      FREQ       CENT    PCT
   ----------                    ---------   -----      -----   -----
                                    001        120       0.7%    5.1%
                                    002        302       1.9%   14.6%
                                    003        592       3.6%   30.7%
                                    004        293       1.8%   12.5%
                                    005        120       0.7%    5.2%
                                    006        255       1.6%   14.5%
                                    007         69       0.4%    3.8%
                                    008         59       0.4%    1.8%
                                    009         24       0.1%    1.2%
                                    010        139       0.9%    6.0%
                                    012         18       0.1%    1.1%
                                    014          9       0.1%    0.4%
                                    015         22       0.1%    0.6%
                                    016         21       0.1%    1.1%
                                    020          6       0.0%    0.2%
                                    022         17       0.1%    0.5%
                                    024          4       0.0%    0.1%
                                    030         22       0.1%    0.5%
                                    045          2       0.0%    0.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324       2.0% (MISS)
   REFUSED....................      997         13       0.1% (MISS)
   MISSING....................      998       4743      29.1% (MISS)
   LEGITMATE SKIP.............      999       9137      56.0% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   8BC5                               Tape Pos. 151-153
---------------                               Format: I3

F2C8BC5    MINIMUM # CREDITS, OCCUPATIONL HOME ECON

Minimum number of credits for occupational home economics

                                                          PER-    WGTD
    RESPONSE                       CODES      FREQ       CENT    PCT
   ----------                    ---------   -----      -----   -----
                                    001        228       1.4%   11.0%
                                    002        246       1.5%   16.0%
                                    003        472       2.9%   30.8%
                                    004        183       1.1%   11.4%
                                    005        108       0.7%    4.3%
                                    006        176       1.1%   11.2%
                                    007         52       0.3%    4.4%
                                    008         33       0.2%    1.4%
                                    009         30       0.2%    1.3%
                                    010         97       0.6%    4.5%
                                    012         15       0.1%    0.5%
                                    020         22       0.1%    1.2%
                                    024          4       0.0%    0.1%
                                    025         22       0.1%    0.6%
                                    030          1       0.0%    0.6%
                                    045          2       0.0%    0.2%
                                    060          2       0.0%    0.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324       2.0% (MISS)
   REFUSED....................      997         13       0.1% (MISS)
   MISSING....................      998       4960      30.4% (MISS)
   LEGITMATE SKIP.............      999       9321      57.1% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   8BC6                               Tape Pos. 154-156
---------------                               Format: I3

F2C8BC6    MINIMUM # CREDITS, BUILDING/CONSTRUCTION

Minimum number of credits for building/construction

                                                          PER-    WGTD
    RESPONSE                       CODES      FREQ       CENT    PCT
   ----------                    ---------   -----      -----   -----
                                    001         91       0.6%    3.9%
                                    002        166       1.0%    7.5%
                                    003        335       2.1%   17.4%
                                    004        214       1.3%   10.6%
                                    005        265       1.6%   12.0%
                                    006        544       3.3%   26.2%
                                    007         71       0.4%    4.3%
                                    008         72       0.4%    2.2%
                                    009         64       0.4%    4.0%
                                    010         62       0.4%    3.2%
                                    012         59       0.4%    2.2%
                                    015         15       0.1%    0.4%
                                    020         34       0.2%    1.6%
                                    021         10       0.1%    0.3%
                                    022          2       0.0%    0.4%
                                    024          4       0.0%    0.1%
                                    030         24       0.1%    1.1%
                                    040         22       0.1%    0.7%
                                    045          2       0.0%    0.2%
                                    084          2       0.0%    0.5%
                                    152         20       0.1%    1.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324       2.0% (MISS)
   REFUSED....................      997         13       0.1% (MISS)
   MISSING....................      998       4723      29.0% (MISS)
   LEGITMATE SKIP.............      999       9173      56.2% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question 8BC7

Tape Pos. 157-159
Format: I3

F2C8BC7 MINIMUM # CREDITS, MECHANICS/REPAIR

Minimum number of credits for mechanics/repair

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	111	0.7%	4.7%
	002	215	1.3%	8.4%
	003	426	2.6%	22.6%
	004	237	1.5%	8.8%
	005	260	1.6%	11.6%
	006	512	3.1%	22.0%
	007	67	0.4%	3.4%
	008	101	0.6%	2.9%
	009	64	0.4%	3.7%
	010	62	0.4%	2.3%
	012	80	0.5%	3.1%
	014	9	0.1%	0.3%
	015	15	0.1%	0.4%
	016	21	0.1%	1.0%
	020	33	0.2%	1.1%
	022	19	0.1%	0.8%
	025	22	0.1%	0.5%
	030	1	0.0%	0.1%
	040	22	0.1%	0.6%
	045	2	0.0%	0.2%
	084	2	0.0%	0.5%
	152	20	0.1%	1.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	13	0.1%	(MISS)
MISSING....................	998	4716	28.9%	(MISS)
LEGITMATE SKIP.............	999	8957	54.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 8BC8

Tape Pos. 160-162
Format: I3

F2C8BC8 MINIMUM # CREDITS, PRECISION PRODUCTION

Minimum number of credits for precision production

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	69	0.4%	7.3%
	002	61	0.4%	5.7%
	003	108	0.7%	22.1%
	004	27	0.2%	2.9%
	005	92	0.6%	9.4%
	006	264	1.6%	25.7%
	007	34	0.2%	6.4%
	008	80	0.5%	7.0%
	009	16	0.1%	2.7%
	010	31	0.2%	2.2%
	011	10	0.1%	0.9%
	012	18	0.1%	1.6%
	014	9	0.1%	0.8%
	015	15	0.1%	1.0%
	020	6	0.0%	0.7%
	022	2	0.0%	1.0%
	152	20	0.1%	2.4%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	34	0.2%	(MISS)
MISSING....................	998	5318	32.6%	(MISS)
LEGITMATE SKIP.............	999	9773	59.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 8BC9

Tape Pos. 163-165
Format: I3

F2C8BC9 MINIMUM # CREDITS, OTHER VOCATIONAL AREA

Minimum number of credits for other vocational area

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	001	62	0.4%	6.1%
	002	60	0.4%	10.0%
	003	122	0.7%	16.7%
	004	78	0.5%	10.8%
	005	71	0.4%	7.2%
	006	137	0.8%	19.5%
	007	2	0.0%	4.9%
	008	24	0.1%	2.3%
	009	6	0.0%	2.9%
	010	110	0.7%	8.2%
	011	1	0.0%	0.7%
	012	31	0.2%	2.2%
	014	9	0.1%	0.9%
	018	2	0.0%	0.9%
	022	19	0.1%	2.3%
	030	23	0.1%	1.7%
	152	20	0.1%	2.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	13	0.1%	(MISS)
MISSING....................	998	5854	35.9%	(MISS)
LEGITMATE SKIP.............	999	9343	57.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 9

Which of the following vocational services or programs are available to students through either your school or school district?

Question 9A

Tape Pos. 166-167
Format: I2

F2C9A AVAIL PGR - JOB PLACEMENT SERVICES

Vocational services or programs available in job placement services

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL......................	01	6314	38.7%	67.9%
DISTRICT....................	02	2343	14.4%	25.9%
BOTH........................	03	541	3.3%	6.2%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	98	6789	41.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 9B

Tape Pos. 168-169
Format: I2

F2C9B AVAIL PGR - EMPLOY TRANSITION COUNSELING

Vocational services or programs available in counseling on transition to employment

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SCHOOL......................	01	9022	55.3%	80.3%
DISTRICT....................	02	1583	9.7%	13.9%
BOTH........................	03	719	4.4%	5.9%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	98	4663	28.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

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Question   9C                              Tape Pos. 170-171
-------------                              Format: I2

F2C9C      AVAIL PGR - COOPERATIVE EDUCATION PROGRM

Vocational services or programs available in cooperative
education program

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
SCHOOL.......................      01      7854    48.2%    74.7%
DISTRICT.....................      02      1936    11.9%    18.8%
BOTH.........................      03       687     4.2%     6.5%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   MISSING....................     98      5510    33.8%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   9D                              Tape Pos. 172-173
-------------                              Format: I2

F2C9D      AVAIL PGR - OTHER WORK EXPERIENCE PROGRM

Vocational services or programs available in other work
experience programs

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
SCHOOL.......................      01      7463    45.8%    73.1%
DISTRICT.....................      02      1920    11.8%    18.5%
BOTH.........................      03       786     4.8%     8.5%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   REFUSED....................     97         5     0.0%  (MISS)
   MISSING....................     98      5813    35.6%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   9E                              Tape Pos. 174-175
-------------                              Format: I2

F2C9E      AVAIL PGR - VOC INTEREST/ABILITY ASSESS

Vocational services or programs available in vocational
interest/ability assessment

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
SCHOOL.......................      01      8553    52.4%    76.8%
DISTRICT.....................      02      1708    10.5%    16.1%
BOTH.........................      03       837     5.1%     7.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   MISSING....................     98      4889    30.0%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%
```

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Question   9F                              Tape Pos. 176-177
-------------                              Format: I2

F2C9F      AVAIL PGR - TECH-PREP (2+2) PROGRAM

Vocational services or programs available in tech-prep
(2+2) program

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
SCHOOL.......................      01      3254    19.9%    49.4%
DISTRICT.....................      02      2761    16.9%    42.5%
BOTH.........................      03       483     3.0%     8.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   REFUSED....................     97         6     0.0%  (MISS)
   MISSING....................     98      9483    58.1%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   9G                              Tape Pos. 178-179
-------------                              Format: I2

F2C9G      AVAIL PGR - VOC ED SEX BIAS ELIMINATION

Vocational services or programs available to eliminate sex
bias in vocational education

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
SCHOOL.......................      01      3796    23.3%    55.4%
DISTRICT.....................      02      2578    15.8%    35.3%
BOTH.........................      03       757     4.6%     9.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   REFUSED....................     97        12     0.1%  (MISS)
   MISSING....................     98      8844    54.2%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   9H                              Tape Pos. 180-181
-------------                              Format: I2

F2C9H      AVAIL PGR - VOCATIONAL STUDENT ORGS

Vocational services or programs available to vocational
student organizations (e.g., DECA)

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
SCHOOL.......................      01      7710    47.3%    72.0%
DISTRICT.....................      02      1980    12.1%    19.9%
BOTH.........................      03       916     5.6%     8.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   REFUSED....................     97        16     0.1%  (MISS)
   MISSING....................     98      5365    32.9%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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Question   10
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Do students at your school take vocational courses at this
school, at a community college, or at an area vocational
school?
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Question   10A                             Tape Pos. 182-183
-------------                              Format: I2

F2C10A     VOC ED COURSES TAKEN, THIS SCHOOL

Do students at your school take vocational courses at this
school?

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
YES..........................      01     10218    62.6%    77.1%
NO...........................      02      3411    20.9%    22.9%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   MULTIPLE RESPONSE..........     96        16     0.1%  (MISS)
   MISSING....................     98      2342    14.4%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%
```

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Question   10B                             Tape Pos. 184-185
-------------                              Format: I2

F2C10B     VOC ED COURSES TAKEN, COMMUNITY COLLEGE

Do students at your school take vocational courses at a
community college?

                                                     PER-    WGTD
    RESPONSE                    CODES      FREQ     CENT     PCT
   ----------                 --------    -----    -----    -----
YES..........................      01      3150    19.3%    27.0%
NO...........................      02      9067    55.6%    73.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0%  (MISS)
   MISSING....................     98      3770    23.1%  (MISS)
                                          -----    -----    -----
 TOTALS:                                  16311   100.0%   100.0%
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Question   10C                         Tape Pos. 186-187
--------------                         Format: I2

F2C10C     VOC ED COURSES TAKEN, VOCATIONAL SCHOOL

Do students at your school take vocational courses at an
area vocational school?

                                                     PER-   WGTD
   RESPONSE                   CODES      FREQ      CENT   PCT
  ----------                 --------    -----     -----  -----
YES..........................    01      7968     48.9%  64.4%
NO...........................    02      4933     30.2%  35.6%
 RESERVED CODES:
   NO SCHOOL QUEX.............            324      2.0% (MISS)
   MULTIPLE RESPONSE..........   96          1      0.0% (MISS)
   MISSING....................   98      3085     18.9% (MISS)
                                         -----     -----  -----
 TOTALS:                                 16311    100.0% 100.0%
```

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Question   11
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Approximately what percentage of your 12th grade students
received any of the following services during the first
half of the school year?  Please give your best estimate.
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Question   11A                         Tape Pos. 188-189
--------------                         Format: I2

F2C11A     PCT. RECEIVING TEACHER/PARENT CONF

What percent of 12th grade students received teacher/parent
conference?

                                                     PER-   WGTD
   RESPONSE                   CODES      FREQ      CENT   PCT
  ----------                 --------    -----     -----  -----
0-10%........................    01      2039     12.5%  13.2%
11-24%.......................    02      3720     22.8%  26.3%
25-49%.......................    03      3313     20.3%  23.8%
50-74%.......................    04      2519     15.4%  17.9%
75-100%......................    05      3010     18.5%  18.4%
SCHOOL DOESN'T OFFER.........    06        78      0.5%   0.5%
 RESERVED CODES:
   NO SCHOOL QUEX.............            324      2.0% (MISS)
   MISSING....................   98      1308      8.0% (MISS)
                                         -----     -----  -----
 TOTALS:                                 16311    100.0% 100.0%
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Question   11B                         Tape Pos. 190-191
--------------                         Format: I2

F2C11B     PCT. RECEIVING HOME VISITS BY TEACHERS

What percent of 12th grade students received home visits by
teachers?

                                                     PER-   WGTD
   RESPONSE                   CODES      FREQ      CENT   PCT
  ----------                 --------    -----     -----  -----
0-10%........................    01     11155     68.4%  78.3%
11-24%.......................    02       527      3.2%   3.5%
25-49%.......................    03        93      0.6%   0.8%
50-74%.......................    04        11      0.1%   0.0%
75-100%......................    05        24      0.1%   0.2%
SCHOOL DOESN'T OFFER.........    06      2681     16.4%  17.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............            324      2.0% (MISS)
   MULTIPLE RESPONSE..........   96        18      0.1% (MISS)
   MISSING....................   98      1478      9.1% (MISS)
                                         -----     -----  -----
 TOTALS:                                 16311    100.0% 100.0%
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Question   11C                         Tape Pos. 192-193
--------------                         Format: I2

F2C11C     PCT. RECEIVING PSYCHOLOGICAL COUNSELING

What percent of 12th grade students received psychological
counseling?

                                                     PER-   WGTD
   RESPONSE                   CODES      FREQ      CENT   PCT
  ----------                 --------    -----     -----  -----
0-10%........................    01      9482     58.1%  66.1%
11-24%.......................    02      3210     19.7%  20.8%
25-49%.......................    03       645      4.0%   5.3%
50-74%.......................    04       244      1.5%   1.6%
75-100%......................    05       125      0.8%   0.9%
SCHOOL DOESN'T OFFER.........    06       826      5.1%   5.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............            324      2.0% (MISS)
   MULTIPLE RESPONSE..........   96        22      0.1% (MISS)
   MISSING....................   98      1433      8.8% (MISS)
                                         -----     -----  -----
 TOTALS:                                 16311    100.0% 100.0%
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Question   11D                         Tape Pos. 194-195
--------------                         Format: I2

F2C11D     PCT. RECEIVING FAMILY COUNSELING

What percent of 12th grade students received family
counseling?

                                                     PER-   WGTD
   RESPONSE                   CODES      FREQ      CENT   PCT
  ----------                 --------    -----     -----  -----
0-10%........................    01      9134     56.0%  61.6%
11-24%.......................    02      2362     14.5%  18.1%
25-49%.......................    03       363      2.2%   3.3%
50-74%.......................    04        63      0.4%   0.5%
75-100%......................    05       117      0.7%   0.8%
SCHOOL DOESN'T OFFER.........    06      2383     14.6%  15.8%
 RESERVED CODES:
   NO SCHOOL QUEX.............            324      2.0% (MISS)
   MULTIPLE RESPONSE..........   96        38      0.2% (MISS)
   MISSING....................   98      1527      9.4% (MISS)
                                         -----     -----  -----
 TOTALS:                                 16311    100.0% 100.0%
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Question   11E                         Tape Pos. 196-197
--------------                         Format: I2

F2C11E     PCT. RECEIVING TUTORING BY TEACHERS

What percent of 12th grade students received tutoring by
teachers?

                                                     PER-   WGTD
   RESPONSE                   CODES      FREQ      CENT   PCT
  ----------                 --------    -----     -----  -----
0-10%........................    01      3340     20.5%  23.4%
11-24%.......................    02      4727     29.0%  31.4%
25-49%.......................    03      3166     19.4%  23.4%
50-74%.......................    04      2043     12.5%  13.9%
75-100%......................    05      1241      7.6%   7.3%
SCHOOL DOESN'T OFFER.........    06       107      0.7%   0.6%
 RESERVED CODES:
   NO SCHOOL QUEX.............            324      2.0% (MISS)
   MISSING....................   98      1363      8.4% (MISS)
                                         -----     -----  -----
 TOTALS:                                 16311    100.0% 100.0%
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Question   11F                         Tape Pos. 198-199
--------------                         Format: I2

F2C11F     PCT. RECEIVING PEER TUTORING

What percent of 12th grade students received informal
tutoring?

                                                     PER-   WGTD
   RESPONSE                   CODES      FREQ      CENT   PCT
  ----------                 --------    -----     -----  -----
0-10%........................    01      6557     40.2%  45.6%
11-24%.......................    02      4461     27.3%  30.5%
25-49%.......................    03      1894     11.6%  13.2%
50-74%.......................    04       669      4.1%   4.8%
75-100%......................    05       150      0.9%   1.5%
SCHOOL DOESN'T OFFER.........    06       793      4.9%   4.4%
 RESERVED CODES:
   NO SCHOOL QUEX.............            324      2.0% (MISS)
   MISSING....................   98      1463      9.0% (MISS)
                                         -----     -----  -----
 TOTALS:                                 16311    100.0% 100.0%
```

Question 12

How often do staff at your school engage in the following activities, if at all?

Question 12A

Tape Pos. 200-200
Format: I1

F2C12A ENCOURAGE 12TH GRADERS TO VISIT COLLEGES

How often do staff at your school encourage 12th graders to visit colleges?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELDOM	2	257	1.6%	1.8%
SOMETIMES	3	2817	17.3%	20.5%
OFTEN	4	11684	71.6%	77.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1229	7.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 12B

Tape Pos. 201-201
Format: I1

F2C12B CONTACT PARNTS RE STUDENT COLLEGE SELECT

How often do staff at your school contact parents regarding student college selection?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	115	0.7%	0.8%
SELDOM	2	1622	9.9%	11.6%
SOMETIMES	3	6314	38.7%	44.9%
OFTEN	4	6593	40.4%	42.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	55	0.3%	(MISS)
MISSING	8	1288	7.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 12C

Tape Pos. 202-202
Format: I1

F2C12C ASSIST 12TH GRD W/ COLLEGE APPLICATIONS

How often do staff at your school assist 12th graders with college applications?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	30	0.2%	0.2%
SELDOM	2	241	1.5%	1.5%
SOMETIMES	3	1659	10.2%	11.1%
OFTEN	4	12814	78.6%	87.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1236	7.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 12D

Tape Pos. 203-203
Format: I1

F2C12D ASSIST 12TH GRD W/ FINANCIAL AID FORMS

How often do staff at your school assist 12th graders in completing financial aid applications?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	83	0.5%	0.5%
SELDOM	2	687	4.2%	5.1%
SOMETIMES	3	3414	20.9%	22.1%
OFTEN	4	10565	64.8%	72.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1231	7.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 12E

Tape Pos. 204-204
Format: I1

F2C12E CONTACT COLLEGE REPS FOR 12TH GRADERS

How often do staff at your school contact college representatives for 12th graders?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NEVER	1	128	0.8%	1.0%
SELDOM	2	830	5.1%	5.8%
SOMETIMES	3	2734	16.8%	19.7%
OFTEN	4	11035	67.7%	73.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1260	7.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 12F

Tape Pos. 205-205
Format: I1

F2C12F PROVIDE LETTERS OF RECOMENDATION TO UNIV

How often do staff at your school provide letters of recommendation to colleges and universities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SELDOM	2	117	0.7%	0.3%
SOMETIMES	3	703	4.3%	5.3%
OFTEN	4	13914	85.3%	94.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	19	0.1%	(MISS)
MISSING	8	1234	7.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13

What percentage of 12th grade students do the following at or through your school?

Question 13A

Tape Pos. 206-207
Format: I2

F2C13A ATTEND PRGMS ON COLLEGE APPL PROCEDURES

What percentage of 12th graders attend programs on college application procedures?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	1523	9.3%	11.2%
11-24%	02	1971	12.1%	14.3%
25-49%	03	2869	17.6%	20.3%
50-74%	04	3163	19.4%	22.8%
75-100%	05	4364	26.8%	27.0%
SCHOOL DOES NOT OFFER	06	690	4.2%	4.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	1406	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13B

Tape Pos. 208-209
Format: I2

F2C13B ATTEND PRGMS ON FINANCIAL AID

What percentage of 12th grade students attend programs on financial aid?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	1051	6.4%	7.4%
11-24%	02	3310	20.3%	21.9%
25-49%	03	4304	26.4%	30.5%
50-74%	04	2911	17.8%	20.2%
75-100%	05	2704	16.6%	18.7%
SCHOOL DOESN'T OFFER	06	305	1.9%	1.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	16	0.1%	(MISS)
MISSING	98	1386	8.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13C

Tape Pos. 210-211
Format: I2

F2C13C ATTEND SCHOOL SAT/ACT COURSES

What percentage of 12th grade students attend school SAT/ACT courses?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	3681	22.6%	24.8%
11-24%	02	3432	21.0%	25.1%
25-49%	03	2845	17.4%	20.6%
50-74%	04	1310	8.0%	8.9%
75-100%	05	792	4.9%	5.6%
SCHOOL DOESN'T OFFER	06	2501	15.3%	14.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	16	0.1%	(MISS)
MISSING	98	1410	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13D

Tape Pos. 212-213
Format: I2

F2C13D ATTEND COLLEGE FAIRS

What percentage of 12th grade students attend college fairs?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	1238	7.6%	8.4%
11-24%	02	2466	15.1%	16.4%
25-49%	03	3127	19.2%	22.7%
50-74%	04	3559	21.8%	25.3%
75-100%	05	3964	24.3%	25.4%
SCHOOL DOES NOT OFFER	06	252	1.5%	1.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	1381	8.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13E

Tape Pos. 214-215
Format: I2

F2C13E MEET WITH COLLEGE REPRESENTATIVES

What percentage of 12th grade students meet with college representatives?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	220	1.3%	1.6%
11-24%	02	1483	9.1%	10.8%
25-49%	03	3452	21.2%	24.3%
50-74%	04	4958	30.4%	36.1%
75-100%	05	4493	27.5%	26.9%
SCHOOL DOESN'T OFFER	06	56	0.3%	0.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	1325	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13F

Tape Pos. 216-217
Format: I2

F2C13F PARTICIPATE IN TALENT SEARCH

What percentage of 12th grade students participate in Talent Search?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	5546	34.0%	40.4%
11-24%	02	2001	12.3%	13.7%
25-49%	03	1273	7.8%	9.0%
50-74%	04	511	3.1%	4.2%
75-100%	05	282	1.7%	2.0%
SCHOOL DOESN'T OFFER	06	4740	29.1%	30.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	20	0.1%	(MISS)
MISSING	98	1614	9.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13G

Tape Pos. 218-219
Format: I2

F2C13G PARTICIPATE IN UPWARD BOUND

What percentage of 12th grade students participate in Upward Bound?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	6672	40.9%	48.5%
11-24%	02	1090	6.7%	8.2%
25-49%	03	321	2.0%	3.9%
50-74%	04	99	0.6%	0.6%
75-100%	05	91	0.6%	0.5%
SCHOOL DOESN'T OFFER	06	6114	37.5%	38.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	36	0.2%	(MISS)
MISSING	98	1564	9.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 13H

Tape Pos. 220-221
Format: I2

F2C13H OTHR PREP PGRM FOR MINORITIES FOR COLLEG

What percentage of 12th grade students participate in some other program that academically prepares minority and disadvantaged students for college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	6720	41.2%	46.0%
11-24%	02	2429	14.9%	17.7%
25-49%	03	951	5.8%	7.7%
50-74%	04	360	2.2%	3.0%
75-100%	05	281	1.7%	1.7%
SCHOOL DOESN'T OFFER	06	3644	22.3%	24.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	1601	9.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question  14                       Tape Pos. 222-224
-------------                      Format: I3

F2C14     NUMBER OF COLLEGE REPS SENT DURING 90-91

Approximately how many colleges sent a representative to
your school to talk with college-bound students during the
1990-91 school year?

                                                  PER-    WGTD
   RESPONSE                   CODES     FREQ      CENT    PCT
  ----------                ---------   -----    -----   -----
                               000        74      0.5%    0.4%
                               001        23      0.1%    0.2%
                               002        53      0.3%    0.5%
                               003       135      0.8%    1.3%
                               004        82      0.5%    0.8%
                               005       201      1.2%    1.5%
                               006       113      0.7%    1.5%
                               007       122      0.7%    0.8%
                               008        45      0.3%    0.4%
                               009        17      0.1%    0.1%
                               010       687      4.2%    5.1%
                               011        14      0.1%    0.2%
                               012       254      1.6%    1.8%
                               013        33      0.2%    0.2%
                               014        89      0.5%    0.6%
                               015       800      4.9%    5.6%
                               016         1      0.0%    0.2%
                               017        36      0.2%    0.4%
                               018        71      0.4%    0.4%
                               019         2      0.0%    0.3%
                               020      1070      6.6%    8.2%
                               021        77      0.5%    0.9%
                               022        11      0.1%    0.9%
                               023        55      0.3%    0.4%
                               024        23      0.1%    0.2%
                               025      1089      6.7%    7.5%
                               026       118      0.7%    0.9%
                               027        69      0.4%    0.4%
                               028        62      0.4%    0.4%
                               029        18      0.1%    0.1%
                               030      1051      6.4%    7.5%
                               031         9      0.1%    0.1%
                               032        40      0.2%    0.3%
                               033        21      0.1%    0.3%
                               035       469      2.9%    3.5%
                               036        35      0.2%    0.2%
                               037        27      0.2%    0.2%
                               038        22      0.1%    0.2%
                               040       847      5.2%    5.6%
                               041        32      0.2%    0.4%
                               042        46      0.3%    0.3%
                               043        36      0.2%    0.2%
                               045       209      1.3%    1.7%
                               046        50      0.3%    0.8%
                               047        24      0.1%    0.5%
                               048         3      0.0%    0.1%
                               049         6      0.0%    0.0%
                               050      1167      7.2%    7.4%
                               052        79      0.5%    0.6%
                               053        17      0.1%    0.1%
                               054        10      0.1%    0.1%
                               055       135      0.8%    0.9%
                               056        15      0.1%    0.1%
                               057        34      0.2%    0.3%
                               059         2      0.0%    0.1%
                               060       409      2.5%    3.2%
                               061         6      0.0%    0.0%
                               062        37      0.2%    0.1%
                               065       111      0.7%    0.9%
                               067         3      0.0%    0.1%
                               068         3      0.0%    0.0%
                               070       276      1.7%    1.8%
                               072         2      0.0%    0.0%
                               073        24      0.1%    0.2%
                               075       519      3.2%    3.4%
                               080       231      1.4%    1.5%
                               081        22      0.1%    0.2%
                               083        10      0.1%    0.1%
                               085       111      0.7%    0.5%
                               086        21      0.1%    0.1%
                               087        20      0.1%    0.0%
                               090       125      0.8%    1.0%
                               092        11      0.1%    0.1%
                               095        32      0.2%    0.4%
                               097        13      0.1%    0.1%
                               099        10      0.1%    0.2%
                               100       973      6.0%    5.8%
                               101        15      0.1%    0.1%
                               104        24      0.1%    0.1%
                               105        20      0.1%    0.1%
                               110        67      0.4%    0.4%
                               112         1      0.0%    0.1%
                               114        15      0.1%    0.0%
                               115        47      0.3%    0.2%
                               119        32      0.2%    0.6%
                               120       196      1.2%    1.2%
                               125        66      0.4%    0.4%
                               129         8      0.0%    0.0%
                               130        26      0.2%    0.2%
                               135        24      0.1%    0.1%
                               140        44      0.3%    0.3%
                               144        23      0.1%    0.1%
                               146        17      0.1%    0.0%
                               150       452      2.8%    2.6%
                               170         3      0.0%    0.1%
                               250        21      0.1%    0.1%
RESERVED CODES:
  NO SCHOOL QUEX.............             324      2.0% (MISS)
  MISSING....................  998       2087     12.8% (MISS)
                                        -----    -----   -----
TOTALS:                                 16311   100.0%  100.0%
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Question  15
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Does your school provide the following services to students
in their transition from high school to full-time
employment?
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Question   15A                                Tape Pos. 225-225
--------------                                Format: I1

F2C15A     SCHL SERVICE - INTEREST INVENTORIES

Does your school provide interest inventories?

                                                     PER-    WGTD
   RESPONSE                         CODES     FREQ   CENT    PCT
  ----------                      ---------  -----  -----   -----
YES...........................        1      11684  71.6%   82.8%
NO............................        2       2806  17.2%   17.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324   2.0% (MISS)
   MISSING....................        8       1497   9.2% (MISS)
                                             -----  -----   -----
 TOTALS:                                     16311 100.0%  100.0%
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Question   15B                                Tape Pos. 226-226
--------------                                Format: I1

F2C15B     SCHL SERVICE - JOB FAIRS

Does your school provide job fairs?

                                                     PER-    WGTD
   RESPONSE                         CODES     FREQ   CENT    PCT
  ----------                      ---------  -----  -----   -----
YES...........................        1       7776  47.7%   57.1%
NO............................        2       6624  40.6%   42.9%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324   2.0% (MISS)
   MISSING....................        8       1587   9.7% (MISS)
                                             -----  -----   -----
 TOTALS:                                     16311 100.0%  100.0%
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Question   15C                                Tape Pos. 227-227
--------------                                Format: I1

F2C15C     SCHL SERVICE - LETTERS OF RECOMENDATION

Does your school provide letters of recommendation?

                                                     PER-    WGTD
   RESPONSE                         CODES     FREQ   CENT    PCT
  ----------                      ---------  -----  -----   -----
YES...........................        1      13957  85.6%   98.2%
NO............................        2        674   4.1%    1.8%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324   2.0% (MISS)
   MISSING....................        8       1356   8.3% (MISS)
                                             -----  -----   -----
 TOTALS:                                     16311 100.0%  100.0%
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Question   15D                                Tape Pos. 228-228
--------------                                Format: I1

F2C15D     SCHL SERVICE - PRACTICE INTERVIEWS

Does your school conduct practice interviews?

                                                     PER-    WGTD
   RESPONSE                         CODES     FREQ   CENT    PCT
  ----------                      ---------  -----  -----   -----
YES...........................        1       9655  59.2%   72.0%
NO............................        2       4772  29.3%   28.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............                 324   2.0% (MISS)
   MISSING....................        8       1560   9.6% (MISS)
                                             -----  -----   -----
 TOTALS:                                     16311 100.0%  100.0%
```

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Question 15E

Tape Pos. 229-229
Format: I1

F2C15E SCHL SERVICE - ARRANGE INTERVIEWS

Does your school arrange interviews with employers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8096	49.6%	59.5%
NO	2	6325	38.8%	40.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1566	9.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 15F

Tape Pos. 230-230
Format: I1

F2C15F SCHL SERVICE - JOB PLACEMENT COURSES

Does your school have job placement courses?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5211	31.9%	40.6%
NO	2	9173	56.2%	59.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1603	9.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 16

Tape Pos. 231-231
Format: I1

F2C16 DOES SCHOOL OFFER VOCATIONAL ED PROGRAM

Does your school have a vocational education program, that is, a program which provides a series of courses providing skills for employment in trade or business?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10061	61.7%	73.1%
NO	2	4587	28.1%	26.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1339	8.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 17

Are students selected for a vocational education program based on the following criteria?

Question 17A

Tape Pos. 232-232
Format: I1

F2C17A VOC ED SELECTION - BY STUDENT SELECTION

Are students selected for a vocational education program based on student selection?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9710	59.5%	96.7%
NO	2	304	1.9%	3.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1386	8.5%	(MISS)
LEGITMATE SKIP	9	4587	28.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 17B

Tape Pos. 233-233
Format: I1

F2C17B VOC ED SELECTION - BY TEACHER REFERRAL

Are students selected for a vocational education program based on teacher referral?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7594	46.6%	80.0%
NO	2	2076	12.7%	20.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1730	10.6%	(MISS)
LEGITMATE SKIP	9	4587	28.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 17C

Tape Pos. 234-234
Format: I1

F2C17C VOC ED SELECTION - BY GRADE POINT AVG

Are students selected for a vocational education program based on grade point average?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1942	11.9%	22.2%
NO	2	7399	45.4%	77.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	2059	12.6%	(MISS)
LEGITMATE SKIP	9	4587	28.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 17D

Tape Pos. 235-235
Format: I1

F2C17D VOC ED SELECTION - BY COUNSELOR REFERRAL

Are students selected for a vocational education program based on counselor referral?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8375	51.3%	86.8%
NO	2	1391	8.5%	13.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1634	10.0%	(MISS)
LEGITMATE SKIP	9	4587	28.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 17E

Tape Pos. 236-236
Format: I1

F2C17E VOC ED SELECTION - BY OTHER

Are students selected for a vocational education program based on other criteria?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3248	19.9%	49.0%
NO	2	3576	21.9%	51.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	4576	28.1%	(MISS)
LEGITMATE SKIP	9	4587	28.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 18

Are the following programs or services available to the 12th grade students in your school?

Question 18A
Tape Pos. 237-237
Format: I1

F2C18A 12TH GRD SERV - COMMUNITY WORK TRAINING

Is community work training (CWT) available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4852	29.7%	36.4%
NO	2	9459	58.0%	63.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1674	10.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18B
Tape Pos. 238-238
Format: I1

F2C18B 12TH GRD SERV - PROJECT ALERT

Is Project Alert available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	264	1.6%	2.2%
NO	2	13780	84.5%	97.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1943	11.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18C
Tape Pos. 239-239
Format: I1

F2C18C 12TH GRD SERV - TRUANCY/DROPOUT PROGRAM

Are truancy/dropout programs available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7930	48.6%	59.4%
NO	2	6429	39.4%	40.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1628	10.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18D
Tape Pos. 240-240
Format: I1

F2C18D 12TH GRD SERV - WORKPLACE LEARNING

Is workplace learning available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7872	48.3%	58.6%
NO	2	6363	39.0%	41.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	22	0.1%	(MISS)
MISSING	8	1730	10.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18E
Tape Pos. 241-241
Format: I1

F2C18E 12TH GRD SERV - ADULT MENTORSHIP

Is adult mentorship available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5199	31.9%	40.1%
NO	2	8957	54.9%	59.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1829	11.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18F
Tape Pos. 242-242
Format: I1

F2C18F 12TH GRD SERV - BASIC COMPUTER TRAINING

Is training in basic computer skills available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13841	84.9%	95.0%
NO	2	745	4.6%	5.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1401	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18G
Tape Pos. 243-243
Format: I1

F2C18G 12TH GRD SERV - COMPUTER PROGRAMMING

Is computer programming training available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12024	73.7%	83.4%
NO	2	2557	15.7%	16.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1406	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18H
Tape Pos. 244-244
Format: I1

F2C18H 12TH GRD SERV - PRINCIPAL'S SCHOLAR PGRM

Is the Principal's Scholar Program available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4961	30.4%	36.3%
NO	2	9182	56.3%	63.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1844	11.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 18I
Tape Pos. 245-245
Format: I1

F2C18I 12TH GRD SERV - YOUTH MOTIVATION PROGRAM

Is the youth motivation program available to 12th grade students in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4253	26.1%	33.4%
NO	2	9910	60.8%	66.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1822	11.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 19

What percentage of 12th grade students use the following services provided by the school? Please give your best estimate.

Question 19A

Tape Pos. 246-247
Format: I2

F2C19A PCT. 12TH GRD USE EMPLOYMENT SEARCH HELP

What percentage of 12th grade students used employment search assistance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	4765	29.2%	31.4%
11-24%	02	3355	20.6%	24.0%
25-49%	03	1404	8.6%	11.0%
50-74%	04	525	3.2%	5.0%
75-100%	05	239	1.5%	1.8%
SCHOOL DOES NOT OFFER	06	4345	26.6%	26.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	1354	8.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 19B

Tape Pos. 248-249
Format: I2

F2C19B PCT. 12TH GRD USED HS JOB PLACE COUNSLR

What percentage of 12th grade students used high school job placement counselor?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	3712	22.8%	26.1%
11-24%	02	2714	16.6%	19.2%
25-49%	03	1251	7.7%	9.8%
50-74%	04	714	4.4%	5.4%
75-100%	05	407	2.5%	3.1%
SCHOOL DOES NOT OFFER	06	5799	35.6%	36.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	1390	8.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 19C

Tape Pos. 250-251
Format: I2

F2C19C PCT. 12TH GRD USED CAREER READNSS SEMINR

What percentage of 12th grade students used career/employment readiness workshop/seminars?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	3696	22.7%	26.3%
11-24%	02	2573	15.8%	17.4%
25-49%	03	1421	8.7%	11.0%
50-74%	04	811	5.0%	5.7%
75-100%	05	942	5.8%	7.5%
SCHOOL DOES NOT OFFER	06	5126	31.4%	32.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	29	0.2%	(MISS)
MISSING	98	1389	8.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 20

Do you have any of the following relationships with your local business community?

Question 20A

Tape Pos. 252-252
Format: I1

F2C20A EMPLOYERS ASK SCHL TO POST JOB OPENINGS

Do employers ask the school to post a listing of job openings?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10341	63.4%	72.8%
NO	2	4374	26.8%	27.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1272	7.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 20B

Tape Pos. 253-253
Format: I1

F2C20B EMPLOYERS ASK SCHL TO RECOMMEND STUDENTS

Do employers ask the school to recommend students for job openings?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12750	78.2%	90.0%
NO	2	1999	12.3%	10.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1238	7.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 20C

Tape Pos. 254-254
Format: I1

F2C20C SCHL HAS BEEN ADOPTED BY LOCAL BUSINESS

School has been adopted by a local business?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5718	35.1%	41.3%
NO	2	8890	54.5%	58.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1379	8.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 20D

Tape Pos. 255-255
Format: I1

F2C20D LOCAL BUSINESS SPONSORS INCENTIVE PGRM

A local business sponsors an incentive program in your school (for example, offered to pay college tuition for high achievers)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4425	27.1%	31.1%
NO	2	10207	62.6%	68.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1355	8.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 20E

Tape Pos. 256-256
Format: I1

F2C20E LOCL BUS PROMOTES SAFETY/NO DRUGS AT SCL

A local business organization is involved in efforts to promote safety and/or a drug-free environment at your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7080	43.4%	51.0%
NO	2	7496	46.0%	49.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1411	8.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

II. STUDENT CHARACTERISTICS

Question 21

Tape Pos. 257-259
Format: I3

F2C21 AVERAGE 12TH GRD DAILY ATTENDANCE RATE

What is the average daily attendance (ADA) rate for 12th grade students in your school this year? Include both excused absences and unexcused absences in figuring this rate. [% average daily attendance rate]

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	040	33	0.2%	0.1%
	043	22	0.1%	0.1%
	050	40	0.2%	0.2%
	056	10	0.1%	0.1%
	060	2	0.0%	0.1%
	070	22	0.1%	0.1%
	072	23	0.1%	0.1%
	073	1	0.0%	0.0%
	075	94	0.6%	0.7%
	077	1	0.0%	0.1%
	079	9	0.1%	0.1%
	080	136	0.8%	1.1%
	081	5	0.0%	0.0%
	082	66	0.4%	0.4%
	083	14	0.1%	0.1%
	084	73	0.4%	0.6%
	085	405	2.5%	3.2%
	086	60	0.4%	0.5%
	087	158	1.0%	1.1%
	088	310	1.9%	1.9%
	089	370	2.3%	2.4%
	090	1502	9.2%	9.8%
	091	637	3.9%	4.1%
	092	1515	9.3%	10.2%
	093	1558	9.6%	11.3%
	094	1766	10.8%	12.6%
	095	2642	16.2%	16.7%
	096	1503	9.2%	9.2%
	097	837	5.1%	5.3%
	098	890	5.5%	5.7%
	099	318	1.9%	1.6%
	100	44	0.3%	0.3%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	921	5.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 22

What percentage of the current 12th grade students are in the following ethnic groups? Percentages should sum to 100%.

Question 22A

Tape Pos. 260-262
Format: I3

F2C22A PCT. ASIAN/PACIFIC ISLANDER 12TH GRADERS

What percentage of the current 12th grade students are Asian or Pacific Islander?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 22B

Tape Pos. 263-265
Format: I3

F2C22B PCT. OF HISPANIC 12TH GRADERS

What percentage of the current 12th grade students are Hispanic?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 22C

Tape Pos. 266-268
Format: I3

F2C22C PCT. OF BLACK (NON HISPANIC) 12TH GRADRS

What percentage of the current 12th grade students are Black, not of Hispanic origin?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 22D

Tape Pos. 269-271
Format: I3

F2C22D PCT. OF WHITE (NON HISPANIC) 12TH GRADRS

What percentage of the current 12th grade students are White, not of Hispanic origin?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 22E

Tape Pos. 272-274
Format: I3

F2C22E PCT. AMER INDIAN OR ALASKAN 12TH GRADERS

What percentage of the current 12th grade students are American Indian or Alaskan Native?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 23

Tape Pos. 275-276
Format: I2

F2C23 PCT. OF STUDENTS IN SINGLE PAR HOMES

What percentage of the current 12th grade students would you estimate lives in a single parent home? Please give your best estimate.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%..........................	01	1540	9.4%	9.8%
11-24%.........................	02	5316	32.6%	35.4%
25-49%.........................	03	6511	39.9%	44.0%
50-74%.........................	04	1326	8.1%	9.7%
75-100%........................	05	123	0.8%	1.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	98	1171	7.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 24

Tape Pos. 277-278
Format: I2

F2C24 PCT. 12TH GR LANG MINORITY, LEP STUDNTS

What percentage of the current 12th grade students is LEP or NEP?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	00	6914	42.4%	42.9%
LESS THAN 10%	01	6976	42.8%	45.5%
10-19%	02	977	6.0%	6.1%
20-29%	03	404	2.5%	2.4%
30-39%	04	316	1.9%	1.5%
40+%	05	288	1.8%	1.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	112	0.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 25

What percentage of the total student body in your school receives the following special services?

Question 25A

Tape Pos. 279-281
Format: I3

F2C25A PCT. STUS RECV FREE, REDUCED-PRICE LUNCH

What percentage of the total student body in your school receives free or reduced-price school lunch program?

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 25B

Tape Pos. 282-284
Format: I3

F2C25B PCT. OF STUS RECEIVES REMEDIAL READING

What percentage of the total student body in your school receives remedial reading?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	4267	26.2%	23.6%
	001	1067	6.5%	7.0%
	002	896	5.5%	5.8%
	003	891	5.5%	5.9%
	004	605	3.7%	3.7%
	005	1873	11.5%	11.9%
	006	455	2.8%	2.7%
	007	301	1.8%	2.3%
	008	716	4.4%	3.9%
	009	194	1.2%	1.8%
	010	1558	9.6%	10.5%
	011	77	0.5%	0.6%
	012	236	1.4%	1.4%
	013	74	0.5%	0.5%
	014	62	0.4%	0.3%
	015	593	3.6%	3.9%
	016	25	0.2%	0.3%
	017	16	0.1%	0.1%
	018	30	0.2%	0.2%
	019	14	0.1%	0.1%
	020	786	4.8%	5.4%
	021	14	0.1%	0.1%
	022	20	0.1%	0.2%
	024	47	0.3%	0.3%
	025	184	1.1%	1.6%
	026	9	0.1%	0.1%
	027	8	0.0%	0.1%
	030	251	1.5%	2.1%
	032	17	0.1%	0.1%
	033	19	0.1%	0.1%
	035	104	0.6%	0.7%
	039	11	0.1%	0.1%
	040	136	0.8%	1.4%
	044	7	0.0%	0.0%
	045	38	0.2%	0.3%
	047	12	0.1%	0.1%
	050	35	0.2%	0.2%
	055	4	0.0%	0.1%
	060	65	0.4%	0.3%
	063	29	0.2%	0.1%
	068	12	0.1%	0.1%
	070	9	0.1%	0.1%
	080	1	0.0%	0.0%
	082	2	0.0%	0.1%
	100	10	0.1%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	998	207	1.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25C

Tape Pos. 285-287
Format: I3

F2C25C PCT. OF STUDENTS REC REMEDIAL MATH

What percentage of the total student body in your school receives remedial math?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	4121	25.3%	22.8%
	001	927	5.7%	6.0%
	002	980	6.0%	6.3%
	003	771	4.7%	5.6%
	004	617	3.8%	3.5%
	005	1947	11.9%	11.7%
	006	500	3.1%	3.3%
	007	171	1.0%	1.4%
	008	442	2.7%	3.0%
	009	237	1.5%	1.7%
	010	1724	10.6%	10.6%
	011	115	0.7%	0.7%
	012	237	1.5%	1.6%
	013	43	0.3%	0.6%
	014	12	0.1%	0.2%
	015	657	4.0%	5.6%
	016	43	0.3%	0.2%
	017	30	0.2%	0.2%
	018	125	0.8%	0.6%
	019	3	0.0%	0.1%
	020	787	4.8%	4.5%
	021	30	0.2%	0.2%
	022	15	0.1%	0.2%
	023	25	0.2%	0.2%
	025	341	2.1%	3.1%
	027	39	0.2%	0.4%
	028	18	0.1%	0.1%
	029	15	0.1%	0.1%
	030	299	1.8%	2.3%
	031	7	0.0%	0.0%
	033	1	0.0%	0.0%
	034	16	0.1%	0.1%
	035	102	0.6%	0.4%
	037	8	0.0%	0.1%
	039	11	0.1%	0.1%
	040	144	0.9%	1.0%
	045	6	0.0%	0.0%
	048	2	0.0%	0.1%
	050	54	0.3%	0.3%
	052	18	0.1%	0.2%
	055	7	0.0%	0.1%
	060	47	0.3%	0.3%
	062	29	0.2%	0.1%
	068	12	0.1%	0.1%
	070	9	0.1%	0.1%
	075	4	0.0%	0.1%
	080	1	0.0%	0.0%
	082	2	0.0%	0.1%
	090	1	0.0%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	235	1.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25D

Tape Pos. 288-290
Format: I3

F2C25D PCT. RECEIVES ALTERNATIVE SCHOOL PROGRAM

What percentage of the total student body in your school receives alternative school program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	8513	52.2%	52.3%
	001	2216	13.6%	13.5%
	002	940	5.8%	5.8%
	003	740	4.5%	4.8%
	004	312	1.9%	2.3%
	005	1382	8.5%	9.9%
	006	177	1.1%	1.2%
	007	236	1.4%	1.2%
	008	80	0.5%	0.6%
	009	43	0.3%	0.4%
	010	572	3.5%	3.7%
	011	1	0.0%	0.0%
	012	39	0.2%	0.4%
	013	36	0.2%	0.2%
	014	22	0.1%	0.1%
	015	202	1.2%	1.3%
	018	6	0.0%	0.1%
	020	132	0.8%	0.9%
	023	2	0.0%	0.1%
	025	27	0.2%	0.2%
	030	12	0.1%	0.1%
	034	12	0.1%	0.1%
	035	16	0.1%	0.1%
	052	20	0.1%	0.1%
	100	59	0.4%	0.7%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	190	1.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25E

Tape Pos. 291-293
Format: I3

F2C25E PCT. RECEIVES PROGRAM FOR PREGNANT GIRLS

What percentage of the total student body in your school receives special programs for pregnant girls and/or teenage mothers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	9466	58.0%	58.9%
	001	3092	19.0%	18.8%
	002	1498	9.2%	10.5%
	003	434	2.7%	3.2%
	004	126	0.8%	1.1%
	005	550	3.4%	4.0%
	006	25	0.2%	0.2%
	007	35	0.2%	0.3%
	008	82	0.5%	0.4%
	009	25	0.2%	0.2%
	010	138	0.8%	1.2%
	012	17	0.1%	0.1%
	015	55	0.3%	0.4%
	020	28	0.2%	0.2%
	025	29	0.2%	0.2%
	029	18	0.1%	0.1%
	030	3	0.0%	0.0%
	033	20	0.1%	0.1%
	035	12	0.1%	0.1%
	038	2	0.0%	0.0%
	041	21	0.1%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	311	1.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25F

Tape Pos. 294-296
Format: I3

F2C25F PCT. REC BILINGUAL EDUCATION SERVICES

What percentage of the total student body in your school receives bilingual education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	11809	72 4%	74.5%
	001	824	5.1%	6.2%
	002	336	2.1%	2.8%
	003	172	1.1%	1.0%
	004	131	0.8%	0.6%
	005	551	3.4%	3.1%
	006	57	0.3%	0.4%
	007	12	0.1%	0.1%
	008	90	0.6%	0.4%
	009	88	0.5%	0.4%
	010	255	1.6%	1.5%
	011	5	0.0%	0.0%
	012	46	0.3%	0.4%
	013	26	0.2%	0.3%
	015	116	0.7%	0.6%
	016	8	0.0%	0.1%
	017	46	0.3%	0.2%
	018	50	0.3%	0.3%
	019	12	0.1%	0.1%
	020	176	1.1%	1.4%
	022	20	0.1%	0.1%
	023	16	0.1%	0.1%
	024	9	0.1%	0.0%
	025	201	1.2%	1.3%
	027	6	0.0%	0.1%
	028	41	0.3%	0.2%
	030	224	1.4%	1.5%
	033	18	0.1%	0.1%
	034	13	0.1%	0.0%
	035	38	0.2%	0.2%
	037	13	0.1%	0.0%
	038	4	0.0%	0.0%
	039	3	0.0%	0.1%
	040	48	0.3%	0.3%
	042	13	0.1%	0.1%
	045	31	0.2%	0.2%
	050	53	0.3%	0.4%
	055	5	0.0%	0.1%
	060	54	0.3%	0.3%
	065	1	0.0%	0.1%
	068	16	0.1%	0.1%
	070	17	0.1%	0.1%
	075	6	0.0%	0.0%
	080	16	0.1%	0.1%
	100	19	0.1%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	292	1.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 25G

Tape Pos. 297-299
Format: I3

F2C25G PCT. RECEIVES ENGLISH AS A SECOND LANG

What percentage of the total student body in your school receives English as a Second Language?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	8465	51.9%	53.6%
	001	2581	15.8%	16.9%
	002	808	5.0%	4.9%
	003	499	3.1%	3.4%
	004	366	2.2%	1.9%
	005	547	3.4%	3.2%
	006	141	0.9%	0.8%
	007	120	0.7%	0.7%
	008	188	1.2%	1.1%
	009	106	0.6%	0.5%
	010	449	2.8%	3.3%
	011	56	0.3%	0.5%
	012	99	0.6%	0.6%
	013	70	0.4%	0.3%
	014	20	0.1%	0.1%
	015	200	1.2%	1.2%
	016	14	0.1%	0.3%
	017	51	0.3%	0.2%
	018	61	0.4%	0.4%
	019	1	0.0%	0.0%
	020	198	1.2%	1.9%
	021	32	0.2%	0.2%
	022	1	0.0%	0.0%
	025	188	1.2%	1.0%
	026	12	0.1%	0.2%
	030	146	0.9%	0.7%
	031	12	0.1%	0.0%
	032	63	0.4%	0.1%
	033	22	0.1%	0.1%
	034	26	0.2%	0.1%
	035	29	0.2%	0.3%
	038	3	0.0%	0.1%
	039	18	0.1%	0.2%
	040	11	0.1%	0.3%
	050	13	0.1%	0.3%
	059	21	0.1%	0.1%
	060	28	0.2%	0.1%
	065	1	0.0%	0.1%
	075	5	0.0%	0.1%
	080	21	0.1%	0.1%
	085	2	0.0%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX..............		324	2.0%	(MISS)
MISSING......................	998	293	1.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25H

Tape Pos. 300-302
Format: I3

F2C25H PCT. RECEIVES SPECIAL EDUCATION SERVICES

What percentage of the total student body in your school receives special education (student with IEP)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	2337	14.3%	11.4%
	001	480	2.9%	3.6%
	002	514	3.2%	4.7%
	003	837	5.1%	5.6%
	004	737	4.5%	4.5%
	005	2149	13.2%	13.6%
	006	637	3.9%	4.8%
	007	760	4.7%	5.4%
	008	1077	6.6%	6.7%
	009	461	2.8%	2.9%
	010	2508	15.4%	15.6%
	011	345	2.1%	2.0%
	012	655	4.0%	4.0%
	013	234	1.4%	1.4%
	014	245	1.5%	1.8%
	015	688	4.2%	4.3%
	016	88	0.5%	0.5%
	017	96	0.6%	0.5%
	018	85	0.5%	0.5%
	019	32	0.2%	0.3%
	020	390	2.4%	2.4%
	021	20	0.1%	0.1%
	022	50	0.3%	0.3%
	023	21	0.1%	0.2%
	025	146	0.9%	1.7%
	026	12	0.1%	0.1%
	030	95	0.6%	0.6%
	032	21	0.1%	0.2%
	033	33	0.2%	0.1%
	035	20	0.1%	0.1%
	040	18	0.1%	0.2%
	048	2	0.0%	0.1%
	080	3	0.0%	0.0%
	100	5	0.0%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX..............		324	2.0%	(MISS)
MISSING......................	998	186	1.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25I

Tape Pos. 303-305
Format: I3

F2C25I PCT. REC COLLGE BD. ADV PLACEMNT CRSES

What percentage of the total student body in your school receives college board advanced placement courses?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	3204	19.6%	20.2%
	001	633	3.9%	4.1%
	002	516	3.2%	3.7%
	003	719	4.4%	4.6%
	004	561	3.4%	3.8%
	005	1454	8.9%	10.2%
	006	380	2.3%	2.2%
	007	387	2.4%	2.0%
	008	487	3.0%	3.5%
	009	233	1.4%	1.4%
	010	2116	13.0%	14.0%
	011	215	1.3%	1.4%
	012	334	2.0%	2.1%
	013	104	0.6%	0.4%
	014	151	0.9%	0.9%
	015	776	4.8%	5.4%
	016	69	0.4%	0.5%
	017	66	0.4%	0.4%
	018	86	0.5%	0.5%
	019	92	0.6%	0.8%
	020	838	5.1%	5.4%
	021	32	0.2%	0.1%
	022	59	0.4%	0.4%
	023	58	0.4%	0.4%
	024	8	0.0%	0.1%
	025	668	4.1%	3.3%
	026	40	0.2%	0.2%
	027	37	0.2%	0.3%
	028	17	0.1%	0.4%
	030	339	2.1%	2.0%
	031	33	0.2%	0.2%
	032	9	0.1%	0.0%
	033	32	0.2%	0.4%
	034	14	0.1%	0.0%
	035	43	0.3%	0.4%
	036	4	0.0%	0.0%
	039	3	0.0%	0.0%
	040	210	1.3%	1.4%
	041	24	0.1%	0.1%
	042	8	0.0%	0.0%
	045	48	0.3%	0.1%
	046	18	0.1%	0.1%
	050	160	1.0%	0.4%
	051	7	0.0%	0.0%
	056	15	0.1%	0.1%
	060	116	0.7%	0.4%
	062	10	0.1%	0.1%
	065	89	0.5%	0.4%
	068	7	0.0%	0.0%
	070	32	0.2%	0.1%
	074	1	0.0%	0.0%
	080	28	0.2%	0.2%
	085	16	0.1%	0.0%
	087	1	0.0%	0.1%
	090	45	0.3%	0.3%
	094	14	0.1%	0.1%
	096	1	0.0%	0.0%
	100	155	1.0%	0.4%
RESERVED CODES:				
NO SCHOOL QUEX..............		324	2.0%	(MISS)
MISSING......................	998	165	1.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25J

Tape Pos. 306-308
Format: I3

F2C25J PCT. REC JOB TRAINING SERVICE (VOC ED)

What percentage of the total student body in your school receives vocational education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	3004	18.4%	15.2%
	001	283	1.7%	1.9%
	002	316	1.9%	2.1%
	003	379	2.3%	2.5%
	004	282	1.7%	1.8%
	005	846	5.2%	6.3%
	006	230	1.4%	1.2%
	007	223	1.4%	1.2%
	008	155	1.0%	1.1%
	009	150	0.9%	0.7%
	010	1265	7.8%	8.0%
	011	56	0.3%	0.7%
	012	295	1.8%	1.5%
	013	74	0.5%	0.5%
	014	60	0.4%	0.5%
	015	946	5.8%	6.8%
	016	72	0.4%	0.5%
	017	139	0.9%	0.8%
	018	155	1.0%	1.2%
	019	29	0.2%	0.3%
	020	1520	9.3%	11.4%
	021	46	0.3%	0.2%
	022	88	0.5%	0.5%
	023	45	0.3%	0.4%
	024	121	0.7%	0.7%
	025	898	5.5%	5.3%
	026	119	0.7%	0.7%
	027	70	0.4%	0.4%
	028	110	0.7%	0.7%
	029	36	0.2%	0.3%
	030	745	4.6%	4.5%
	031	22	0.1%	0.3%
	032	4	0.0%	0.0%
	033	88	0.5%	0.6%
	034	16	0.1%	0.1%
	035	358	2.2%	2.0%
	036	8	0.0%	0.0%
	037	38	0.2%	0.2%
	038	26	0.2%	0.3%
	039	4	0.0%	0.0%
	040	617	3.8%	4.3%
	041	19	0.1%	0.1%
	042	17	0.1%	0.1%
	044	30	0.2%	0.1%
	045	117	0.7%	0.7%
	046	50	0.3%	0.4%
	047	60	0.4%	0.5%
	048	43	0.3%	0.2%
	049	22	0.1%	0.2%
	050	335	2.1%	1.9%
	051	1	0.0%	0.1%
	053	14	0.1%	0.1%
	055	91	0.6%	0.5%
	056	63	0.4%	0.1%
	057	1	0.0%	0.1%
	058	54	0.3%	0.3%
	060	159	1.0%	0.7%
	061	22	0.1%	0.1%
	062	2	0.0%	0.0%
	065	68	0.4%	0.4%
	066	1	0.0%	0.1%
	070	61	0.4%	0.5%
	072	8	0.0%	0.1%
	073	2	0.0%	0.1%
	075	101	0.6%	0.6%
	078	14	0.1%	0.1%
	079	21	0.1%	0.1%
	080	70	0.4%	0.9%
	085	36	0.2%	0.4%
	086	15	0.1%	0.1%
	087	8	0.0%	0.0%
	090	66	0.4%	0.3%
	095	22	0.1%	0.2%
	099	11	0.1%	0.1%
	100	243	1.5%	1.9%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	997	3	0.0%	(MISS)
MISSING....................	998	199	1.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 25K

Tape Pos. 309-311
Format: I3

F2C25K PCT. RCVS OFF-CAMPUS WORK EXPRIENCE CRED

What percentage of the total student body in your school receives off-campus work experience for credit?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	4654	28.5%	25.8%
	001	1273	7.8%	8.1%
	002	1611	9.9%	10.7%
	003	1058	6.5%	6.6%
	004	573	3.5%	3.5%
	005	1977	12.1%	13.6%
	006	309	1.9%	2.0%
	007	311	1.9%	1.9%
	008	635	3.9%	4.0%
	009	53	0.3%	0.6%
	010	1332	8.2%	9.0%
	011	115	0.7%	0.6%
	012	126	0.8%	0.9%
	013	74	0.5%	0.4%
	014	23	0.1%	0.1%
	015	518	3.2%	4.1%
	016	40	0.2%	0.4%
	018	86	0.5%	0.6%
	019	20	0.1%	0.1%
	020	548	3.4%	4.4%
	021	26	0.2%	0.1%
	022	1	0.0%	0.0%
	023	1	0.0%	0.0%
	024	1	0.0%	0.0%
	025	110	0.7%	0.7%
	030	114	0.7%	0.7%
	032	31	0.2%	0.1%
	033	1	0.0%	0.0%
	035	30	0.2%	0.1%
	038	17	0.1%	0.1%
	040	75	0.5%	0.3%
	045	4	0.0%	0.0%
	050	8	0.0%	0.0%
	075	2	0.0%	0.3%
	080	1	0.0%	0.0%
	100	45	0.3%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	184	1,1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 26

Tape Pos. 312-314
Format: I3

F2C26 PCT. 12TH GRADERS DROPOUT BEFORE GRAD

What percent of students at your school who enter the 12th grade drop out before graduation? Do not include students who transfer to other schools. Please give your best estimate.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	3326	20.4%	16.9%
	001	3036	18.6%	20.9%
	002	2288	14.0%	15.5%
	003	1685	10.3%	11.4%
	004	930	5.7%	6.3%
	005	1667	10.2%	12.0%
	006	468	2.9%	3.1%
	007	118	0.7%	0.9%
	008	373	2.3%	2.3%
	009	98	0.6%	0.7%
	010	668	4.1%	4.2%
	011	43	0.3%	0.4%
	012	84	0.5%	0.4%
	013	15	0.1%	0.2%
	014	18	0.1%	0.1%
	015	202	1.2%	1.8%
	016	42	0.3%	0.3%
	018	16	0.1%	0.1%
	019	4	0.0%	0.1%
	020	114	0.7%	0.7%
	021	1	0.0%	0.1%
	022	19	0.1%	0.1%
	024	42	0.3%	0.2%
	025	40	0.2%	0.2%
	026	79	0.5%	0.3%
	027	17	0.1%	0.1%
	029	8	0.0%	0.0%
	030	64	0.4%	0.5%
	034	14	0.1%	0.1%
	035	8	0.0%	0.1%
	040	17	0.1%	0.1%
	050	16	0.1%	0.1%
	053	4	0.0%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	463	2.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 27

Approximately, what percent of the 1990-91 graduating class went on to the following? Please give your best estimate.

Question 27A

Tape Pos. 315-316
Format: I2

F2C27A PCT. OF 90-91 GRADS IN A 2-YEAR COLLEGE

What percent of the 1990-91 graduating class went on to a two-year college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0%	01	801	4.9%	2.8%
1-10%	02	3963	24.3%	26.2%
11-24%	03	4817	29.5%	38.9%
25-49%	04	3938	24.1%	26.7%
50-74%	05	641	3.9%	5.1%
75-100%	06	41	0.3%	0.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	25	0.2%	(MISS)
MISSING	98	1761	10.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 27B

Tape Pos. 317-318
Format: I2

F2C27B PCT. OF 90-91 GRADS IN A 4-YEAR COLLEGE

What percent of the 1990-91 graduating class went on to a four-year college?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0%	01	32	0.2%	0.3%
1-10%	02	780	4.8%	5.5%
11-24%	03	2521	15.5%	18.0%
25-49%	04	5517	33.8%	40.8%
50-74%	05	3336	20.5%	24.5%
75-100%	06	2289	14.0%	11.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	36	0.2%	(MISS)
MISSING	98	1476	9.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 27C

Tape Pos. 319-320
Format: I2

F2C27C PCT. OF 90-91 GRADS IN VOC-TECH SCHOOL

What percent of the 1990-91 graduating class went on to a vocational-technical school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0%	01	1900	11.6%	9.4%
1-10%	02	8997	55.2%	67.8%
11-24%	03	2429	14.9%	18.7%
25-49%	04	468	2.9%	3.8%
50-74%	05	44	0.3%	0.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	2147	13.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 27D

Tape Pos. 321-322
Format: I2

F2C27D PCT. OF 90-91 GRADS IN BUSINESS SCHOOL

What percent of the 1990-91 graduating class went on to a business school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0%	01	3354	20.6%	22.8%
1-10%	02	9152	56.1%	71.5%
11-24%	03	670	4.1%	5.2%
25-49%	04	18	0.1%	0.1%
50-74%	05	2	0.0%	0.2%
75-100%	06	24	0.1%	0.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	2767	17.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 27E

Tape Pos. 323-324
Format: I2

F2C27E PCT. OF 90-91 GRADS IN EMPLYR TRAINNG PG

What percent of the 1990-91 graduating class went on to an employer training program?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0%	01	5186	31.8%	37.2%
1-10%	02	6510	39.9%	53.0%
11-24%	03	896	5.5%	7.4%
25-49%	04	274	1.7%	2.4%
50-74%	05	16	0.1%	0.1%
75-100%	06	6	0.0%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	3099	19.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 27F

Tape Pos. 325-326
Format: I2

F2C27F PCT. OF 90-91 GRADS IN LABOR APPRENTCSHP

What percent of the 1990-91 graduating class went on to a union or labor/management association apprenticeship?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0%	01	7202	44.2%	55.9%
1-10%	02	5012	30.7%	41.4%
11-24%	03	212	1.3%	2.0%
25-49%	04	46	0.3%	0.2%
50-74%	05	39	0.2%	0.2%
75-100%	06	42	0.3%	0.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	3434	21.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 28

Tape Pos. 327-329
Format: I3

F2C28 PCT. OF 90-91 GRADS WENT INTO MILITARY

What percentage of the 1990-91 graduating class went into a branch of military service?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	1937	11.9%	10.2%
	001	2431	14.9%	16.6%
	002	2156	13.2%	16.2%
	003	1287	7.9%	9.3%
	004	887	5.4%	6.9%
	005	2101	12.9%	14.8%
	006	488	3.0%	3.8%
	007	351	2.2%	2.4%
	008	483	3.0%	3.8%
	009	160	1.0%	1.2%
	010	1133	6.9%	9.5%
	011	82	0.5%	0.4%
	012	107	0.7%	0.6%
	013	19	0.1%	0.1%
	014	33	0.2%	0.2%
	015	259	1.6%	1.9%
	016	22	0.1%	0.2%
	017	16	0.1%	0.1%
	018	44	0.3%	0.3%
	019	8	0.0%	0.1%
	020	196	1.2%	1.1%
	025	22	0.1%	0.2%
	027	3	0.0%	0.1%
	030	4	0.0%	0.1%
	032	10	0.1%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	1748	10.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

III. TEACHING STAFF CHARACTERSTICS

Question 29

How many full-time teachers work in your school?

Question 29A

Tape Pos. 330-332
Format: I3

F2C29A NUMBER OF FULL-TIME REGULAR TEACHERS

How many full-time teachers work in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
000 TO 025....................	001	1674	10.3%	11.7%
026 TO 050....................	002	3842	23.6%	23.3%
051 TO 075....................	003	4138	25.4%	27.1%
076 TO 099....................	004	2727	16.7%	16.7%
100 TO 125....................	005	1812	11.1%	11.5%
126+..........................	006	1699	10.4%	9.7%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	95	0.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 29B

Tape Pos. 333-335
Format: I3

F2C29B NUMBER OF PART-TIME REGULAR TEACHERS

How many part-time teachers work in your school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
000...........................	001	3566	21.9%	23.3%
001 TO 005....................	002	8592	52.7%	55.1%
006 TO 010....................	003	2453	15.0%	15.5%
011 TO 020....................	004	827	5.1%	4.2%
021+..........................	005	397	2.4%	1.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	152	0.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 30

Tape Pos. 336-336
Format: I1

F2C30 IS FACULTY DEPARTMENTALIZED

Is your school organized into departments or divided into subject areas?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	14058	86.2%	94.3%
NO............................	2	762	4.7%	5.7%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1167	7.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 31

Tape Pos. 337-338
Format: I2

F2C31 NUMBER OF DEPARTMENTS OR SUBJECT AREAS

If yes, how many departments or subject areas are there?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	02	27	0.2%	0.1%
	03	15	0.1%	0.1%
	04	53	0.3%	0.5%
	05	255	1.6%	2.2%
	06	468	2.9%	3.1%
	07	1135	7.0%	7.7%
	08	1143	7.0%	8.1%
	09	1215	7.4%	8.6%
	10	1653	10.1%	13.6%
	11	1792	11.0%	13.0%
	12	2018	12.4%	15.2%
	13	1124	6.9%	7.7%
	14	1085	6.7%	7.4%
	15	978	6.0%	7.1%
	16	340	2.1%	2.4%
	17	82	0.5%	0.4%
	18	126	0.8%	1.4%
	19	56	0.3%	0.4%
	20	46	0.3%	0.7%
	21	21	0.1%	0.1%
	22	16	0.1%	0.1%
	24	21	0.1%	0.1%
	25	11	0.1%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	98	1545	9.5%	(MISS)
LEGITMATE SKIP.............	99	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 32

Tape Pos. 339-339
Format: I1

F2C32 SCHOOL DESIGNATE A CHAIR FOR EACH DEPT

Does your school formally designate a chair or head for departments or subject areas?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	12894	79.1%	91.1%
NO............................	2	1151	7.1%	8.9%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1180	7.2%	(MISS)
LEGITMATE SKIP.............	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 33

Tape Pos. 340-340
Format: I1

F2C33 HOW ARE DEPARTMENT CHAIRS SELECTED

How are department or subject area chairs or heads selected?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPOINTED BY THE PRINCIPAL....	1	8707	53.4%	67.0%
ROTATION SYSTEM...............	2	146	0.9%	0.7%
ELECTED BY DEPARTMENT FACULTY.	3	2007	12.3%	17.5%
BY SENIORITY..................	4	143	0.9%	1.4%
OTHER.........................	5	1499	9.2%	13.4%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MULTIPLE RESPONSE..........	6	323	2.0%	(MISS)
MISSING....................	8	1249	7.7%	(MISS)
LEGITMATE SKIP.............	9	1913	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 34

Do department or subject area chairs or heads receive any of the following?

Question 34A

Tape Pos. 341-341
Format: I1

F2C34A DEPARTMENT CHAIRS RECEIVE EXTRA PAY

Do department or subject area chairs or heads receive extra pay?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	9279	56.9%	73.1%
NO............................	2	3276	20.1%	26.9%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1519	9.3%	(MISS)
LEGITMATE SKIP.............	9	1913	11.7%	(MISS)
TOTALS:		163j1	100.0%	100.0%

Question 34B

Tape Pos. 342-342
Format: I1

F2C34B DEPT CHAIRS HAV REDUCED TEACHING LOAD

Do department or subject area chairs or heads have reduction in teaching workload?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	6446	39.5%	53.6%
NO............................	2	5311	32.6%	46.4%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	2317	14.2%	(MISS)
LEGITMATE SKIP.............	9	1913	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 34C

Tape Pos. 343-343
Format: I1

F2C34C DEPART CHAIRS RECEIVE OTHR INCENTIVES

Do department or subject area chairs or heads receive other benefits?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	1740	10.7%	17.6%
NO............................	2	8344	51.2%	82.4%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	3990	24.5%	(MISS)
LEGITMATE SKIP.............	9	1913	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 35

For each of the subject areas listed below, please indicate whether or not your school has a formal department.

Question 35A

Tape Pos. 344-344
Format: I1

F2C35A FORMAL DEPT - MATH

Does your school have a formal math department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	13730	84.2%	97.9%
NO............................	2	280	1.7%	2.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1215	7.4%	(MISS)
LEGITMATE SKIP.............	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35B

Tape Pos. 345-345
Format: I1

F2C35B FORMAL DEPT - SCIENCE

Does your school have a formal science department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	13721	84.1%	97.8%
NO............................	2	289	1.8%	2.2%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1215	7.4%	(MISS)
LEGITMATE SKIP.............	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35C

Tape Pos. 346-346
Format: I1

F2C35C FORMAL DEPT - ART

Does your school have a formal art department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	11068	67.9%	81.9%
NO............................	2	2297	14.1%	18.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MULTIPLE RESPONSE..........	6	26	0.2%	(MISS)
MISSING....................	8	1834	11.2%	(MISS)
LEGITMATE SKIP.............	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35D

Tape Pos. 347-347
Format: I1

F2C35D FORMAL DEPT - MUSIC

Does your school have a formal music department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES...........................	1	10731	65.8%	79.8%
NO............................	2	2638	16.2%	20.2%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MULTIPLE RESPONSE..........	6	5	0.0%	(MISS)
MISSING....................	8	1851	11.3%	(MISS)
LEGITMATE SKIP.............	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35E

Tape Pos. 348-348
Format: I1

F2C35E FORMAL DEPT - ENGLISH

Does your school have a formal English department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	13756	84.3%	98.0%
NO	2	254	1.6%	2.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1215	7.4%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35F

Tape Pos. 349-349
Format: I1

F2C35F FORMAL DEPT - FOREIGN LANGUAGE

Does your school have a formal foreign language department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12435	76.2%	89.2%
NO	2	1266	7.8%	10.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1524	9.3%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35G

Tape Pos. 350-350
Format: I1

F2C35G FORMAL DEPT - SOCIAL SCIENCE/SOC STUDIES

Does your school have a formal social science/social studies department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12909	79.1%	95.7%
NO	2	960	5.9%	4.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	8	0.0%	(MISS)
MISSING	8	1348	8.3%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35H

Tape Pos. 351-351
Format: I1

F2C35H FORMAL DEPT - HISTORY

Does your school have a formal history department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4371	26.8%	36.3%
NO	2	7580	46.5%	63.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	25	0.2%	(MISS)
MISSING	8	3249	19.9%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35I

Tape Pos. 352-352
Format: I1

F2C35I FORMAL DEPT - VOCATIONAL EDUCATION

Does your school have a formal vocational education department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	9083	55.7%	73.0%
NO	2	4030	24.7%	27.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	2112	12.9%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35J

Tape Pos. 353-353
Format: I1

F2C35J FORMAL DEPT - PHYSICAL EDUCATION

Does your school have a formal physical education department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	12882	79.0%	93.3%
NO	2	843	5.2%	6.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1500	9.2%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35K

Tape Pos. 354-354
Format: I1

F2C35K FORMAL DEPT - GUIDANCE COUNSELING

Does your school have a formal guidance counseling department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	11956	73.3%	90.2%
NO	2	1586	9.7%	9.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1683	10.3%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 35L

Tape Pos. 355-355
Format: I1

F2C35L FORMAL DEPT - SPECIAL EDUCATION

Does your school have a formal special education department?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	10892	66.8%	84.2%
NO	2	2623	16.1%	15.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1710	10.5%	(MISS)
LEGITMATE SKIP	9	762	4.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 36

For each of the subject areas listed below, please indicate the number of full-time faculty members and whether or not there are any part-time teachers in that subject area. Please give your best estimate.

Question 36A1

Tape Pos. 356-356
Format: I1

F2C36A1 NUMBER OF FULL-TIME MATH FACULTY MEMBERS

Number of full-time faculty members in math

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	24	0.1%	0.2%
1-5	2	4694	28.8%	31.6%
6-10	3	6097	37.4%	38.6%
11-15	4	2986	18.3%	19.7%
OVER 15	5	1681	10.3%	9.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	505	3.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question   36A2                            Tape Pos. 357-357
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F2C36A2    PART-TIME TEACHERS IN MATH

Part-time teachers in math

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
YES............................       1     4209    25.8%   34.8%
NO.............................       2     7589    46.5%   65.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   MISSING....................        8     4189    25.7% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%
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Question   36B1                            Tape Pos. 358-358
---------------                            Format: I1

F2C36B1    NUMBER OF FULL-TIME SCIENCE FACULTY

Number of full-time faculty members in science

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
NONE...........................       1       51     0.3%    0.3%
1-5............................       2     5249    32.2%   35.5%
6-10...........................       3     6208    38.1%   38.4%
11-15..........................       4     2679    16.4%   18.4%
OVER 15........................       5     1247     7.6%    7.5%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   MISSING....................        8      553     3.4% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%
```

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---------------
Question   36B2                            Tape Pos. 359-359
---------------                            Format: I1

F2C36B2    PART-TIME TEACHERS IN SCIENCE

Part-time teachers in science

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
YES............................       1     3608    22.1%   30.1%
NO.............................       2     7792    47.8%   69.9%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   MISSING....................        8     4587    28.1% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
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---------------
Question   36C1                            Tape Pos. 360-360
---------------                            Format: I1

F2C36C1    NUMBER OF FULL-TIME ART FACULTY MEMBERS

Number of full-time faculty members in art

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
NONE...........................       1     1174     7.2%    8.4%
1-5............................       2    13565    83.2%   88.1%
6-10...........................       3      448     2.7%    2.7%
11-15..........................       4      100     0.6%    0.6%
OVER 15........................       5        3     0.0%    0.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   REFUSED....................        7       14     0.1% (MISS)
   MISSING....................        8      683     4.2% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%
```

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---------------
Question   36C2                            Tape Pos. 361-361
---------------                            Format: I1

F2C36C2    PART-TIME TEACHERS IN ART

Part-time teachers in art

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
YES............................       1     3268    20.0%   25.7%
NO.............................       2     7931    48.6%   74.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   MISSING....................        8     4788    29.4% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   36D1                            Tape Pos. 362-362
---------------                            Format: I1

F2C36D1    NUMBER OF FULL-TIME MUSIC FACULTY

Number of full-time faculty members in music

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
NONE...........................       1     1223     7.5%    9.4%
1-5............................       2    13240    81.2%   87.0%
6-10...........................       3      494     3.0%    2.7%
11-15..........................       4       56     0.3%    0.8%
OVER 15........................       5       64     0.4%    0.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   MISSING....................        8      910     5.6% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%
```

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---------------
Question   36D2                            Tape Pos. 363-363
---------------                            Format: I1

F2C36D2    PART-TIME TEACHERS IN MUSIC

Part-time teachers in music

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
YES............................       1     4662    28.6%   38.9%
NO.............................       2     6824    41.8%   61.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   MISSING....................        8     4501    27.6% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%

NOTE:  Nonresponse for this item exceeds the NCES standard.
Due to potential nonresponse bias, users should exercise
caution when choosing this variable for analysis.
```

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Question   36E1                            Tape Pos. 364-364
---------------                            Format: I1

F2C36E1    NUMBER OF FULL-TIME ENGLISH FACULTY

Number of full-time faculty members in English

                                                     PER-    WGTD
     RESPONSE                     CODES     FREQ     CENT    PCT
    ----------                   --------   -----   -----   -----
NONE...........................       1       19     0.1%    0.1%
1-5............................       2     3410    20.9%   22.3%
6-10...........................       3     4978    30.5%   32.0%
11-15..........................       4     3652    22.4%   25.1%
OVER 15........................       5     3389    20.8%   20.4%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324     2.0% (MISS)
   MISSING....................        8      539     3.3% (MISS)
                                            -----   -----   -----
 TOTALS:                                    16311  100.0%  100.0%
```

Question 36E2

Tape Pos. 365-365
Format: I1

F2C36E2 PART-TIME TEACHERS IN ENGLISH

Part-time teachers in English

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4232	25.9%	33.4%
NO	2	7351	45.1%	66.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	35	0.2%	(MISS)
MISSING	8	4369	26.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 36F1

Tape Pos. 366-366
Format: I1

F2C36F1 # OF FULL-TIME FOREIGN LANGUAGE FACULTY

Number of full-time faculty members in foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	413	2.5%	3.5%
1-5	2	9666	59.3%	65.6%
6-10	3	4039	24.8%	23.8%
11-15	4	1071	6.6%	6.0%
OVER 15	5	219	1.3%	1.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	579	3.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 36F2

Tape Pos. 367-367
Format: I1

F2C36F2 PART-TIME TEACHERS IN FOREIGN LANGUAGE

Part-time teachers in foreign language

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	5323	32.6%	42.7%
NO	2	6798	41.7%	57.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	3866	23.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 36G1

Tape Pos. 368-368
Format: I1

F2C36G1 # OF FULL-TIME SOCIAL SCIENCES FACULTY

Number of full-time faculty members in social science/social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	527	3.2%	1.9%
1-5	2	5350	32.8%	36.5%
6-10	3	5345	32.8%	35.8%
11-15	4	2668	16.4%	17.6%
OVER 15	5	1362	8.4%	8.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	735	4.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 36G2

Tape Pos. 369-369
Format: I1

F2C36G2 PART-TIME TEACHERS IN SOCIAL SCIENCES

Part-time teachers in social science/social studies

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3117	19.1%	29.1%
NO	2	7829	48.0%	70.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	21	0.1%	(MISS)
MISSING	8	5020	30.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 36H1

Tape Pos. 370-370
Format: I1

F2C36H1 NUMBER OF FULL-TIME HISTORY FACULTY

Number of full-time faculty member in history

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	3488	21.4%	32.6%
1-5	2	4503	27.6%	45.2%
6-10	3	1590	9.7%	14.3%
11-15	4	470	2.9%	4.7%
OVER 15	5	351	2.2%	3.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	29	0.2%	(MISS)
MISSING	8	5556	34.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 36H2

Tape Pos. 371-371
Format: I1

F2C36H2 PART-TIME TEACHERS IN HISTORY

Part-time teachers in history

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1378	8.4%	13.8%
NO	2	7209	44.2%	86.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	7400	45.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 36I1

Tape Pos. 372-372
Format: I1

F2C36I1 NUMBR OF FULL-TIME VOCATIONAL ED FACULTY

Number of full-time faculty members in vocational education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	2384	14.6%	12.6%
1-5	2	5609	34.4%	41.0%
6-10	3	3574	21.9%	24.6%
11-15	4	1881	11.5%	13.8%
OVER 15	5	1121	6.9%	8.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	22	0.1%	(MISS)
MISSING	8	1396	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 36I2

Tape Pos. 373-373
Format: I1

F2C36I2 PART-TIME TEACHERS IN VOCATIONAL ED

Part-time teachers in vocational education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3004	18.4%	29.1%
NO	2	7425	45.5%	70.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	5558	34.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 36J1

Tape Pos. 374-374
Format: I1

F2C36J1 NUMBER OF FULL-TIME PHYSICAL ED FACULTY

Number of full-time faculty members in physical education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	266	1.6%	1.9%
1-5	2	10136	62.1%	67.0%
6-10	3	3767	23.1%	23.2%
11-15	4	988	6.1%	6.0%
OVER 15	5	324	2.0%	1.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	506	3.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 36J2

Tape Pos. 375-375
Format: I1

F2C36J2 PART-TIME TEACHERS IN PHYSICAL ED

Part-time teachers in physical education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3201	19.6%	26.3%
NO	2	7653	46.9%	73.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	5133	31.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 36K1

Tape Pos. 376-376
Format: I1

F2C36K1 # FULL-TIME GUIDANCE COUNSELING FACULTY

Number of full-time faculty members in guidance counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	437	2.7%	2.1%
1-5	2	11762	72.1%	77.8%
6-10	3	2944	18.0%	17.5%
11-15	4	264	1.6%	2.3%
OVER 15	5	45	0.3%	0.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	535	3.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 36K2

Tape Pos. 377-377
Format: I1

F2C36K2 PART-TIME TEACHERS IN GUIDANCE COUNSLING

Part-time teachers in guidance counseling

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1643	10.1%	13.7%
NO	2	8654	53.1%	86.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	5690	34.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 36L1

Tape Pos. 378-378
Format: I1

F2C36L1 NUMBER OF FULL-TIME SPECIAL ED FACULTY

Number of full-time faculty members in special education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NONE	1	1762	10.8%	7.6%
1-5	2	7866	48.2%	55.7%
6-10	3	4243	26.0%	27.2%
11-15	4	1018	6.2%	6.8%
OVER 15	5	350	2.1%	2.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	748	4.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 36L2

Tape Pos. 379-379
Format: I1

F2C36L2 PART-TIME TEACHERS IN SPECIAL ED

Part-time teachers in special education

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2212	13.6%	20.6%
NO	2	8009	49.1%	79.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	6	0.0%	(MISS)
MISSING	8	5758	35.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 37

What is the lowest annual salary currently paid to a full-time teacher on your school's payroll?

Question 37L

Tape Pos. 380-384
Format: I5

F2C37L LOWEST SALARY PAID TO FULL-TIME TEACHERS

What is the lowest annual salary currently paid to a full-time teacher on your school's payroll?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00000 TO 14999	00001	341	2.1%	2.4%
15000 TO 17499	00002	990	6.1%	6.3%
17500 TO 19999	00003	2933	18.0%	20.5%
20000 TO 22499	00004	4748	29.1%	33.0%
22500 TO 24999	00005	2523	15.5%	18.0%
25000+	00006	2816	17.3%	19.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	99998	1636	10.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: This variable is stored as a continuous variable in the restricted data file. Values were temporarily collapsed for display in restricted codebook.

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 37H

Tape Pos. 385-389
Format: I5

F2C37H HIGHEST SALARY PAID TO FULL-TIME TEACHRS

What is the highest annual salary currently paid to a full-time teacher on your school's payroll?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
00000 TO 24999	00001	187	1.1%	1.9%
25000 TO 29999	00002	833	5.1%	5.4%
30000 TO 34999	00003	1597	9.8%	13.3%
35000 TO 39999	00004	3248	19.9%	21.4%
40000 TO 44999	00005	3215	19.7%	22.9%
45000 TO 49999	00006	2146	13.2%	14.6%
50000+	00007	3013	18.5%	20.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	99997	2	0.0%	(MISS)
MISSING	99998	1746	10.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: This variable is stored as a continuous variable in the restricted data file. Values were temporarily collapsed for display in restricted codebook.

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question 38

Tape Pos. 390-392
Format: I3

F2C38 MIN PER DAY ALLOWED FT TCHRS FOR PREP

How many minutes of preparation or planning time do you provide for your full-time teachers during the school day?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	158	1.0%	1.1%
	005	20	0.1%	0.1%
	015	15	0.1%	0.1%
	021	7	0.0%	0.0%
	030	26	0.2%	0.6%
	035	25	0.2%	0.1%
	040	461	2.8%	3.4%
	041	111	0.7%	0.6%
	042	233	1.4%	1.4%
	043	337	2.1%	2.5%
	044	111	0.7%	0.8%
	045	1172	7.2%	9.1%
	046	189	1.2%	1.0%
	047	327	2.0%	2.3%
	048	289	1.8%	2.5%
	049	60	0.4%	0.5%
	050	2650	16.2%	17.8%
	051	59	0.4%	0.8%
	052	309	1.9%	2.7%
	053	212	1.3%	1.6%
	054	200	1.2%	1.5%
	055	3309	20.3%	22.8%
	056	58	0.4%	0.7%
	057	150	0.9%	1.0%
	058	59	0.4%	0.7%
	060	1407	8.6%	9.1%
	061	11	0.1%	0.0%
	062	18	0.1%	0.1%
	063	22	0.1%	0.1%
	066	22	0.1%	0.2%
	067	57	0.3%	0.4%
	070	18	0.1%	0.1%
	071	43	0.3%	0.1%
	072	12	0.1%	0.1%
	073	1	0.0%	0.0%
	074	17	0.1%	0.1%
	075	68	0.4%	0.6%
	076	2	0.0%	0.1%
	077	1	0.0%	0.0%
	078	38	0.2%	0.1%
	080	453	2.8%	2.6%
	081	19	0.1%	0.1%
	082	45	0.3%	0.2%
	084	120	0.7%	0.6%
	085	62	0.4%	0.4%
	086	64	0.4%	0.3%
	087	48	0.3%	0.2%
	088	47	0.3%	0.4%
	090	425	2.6%	2.4%
	092	10	0.1%	0.1%
	094	24	0.1%	0.1%
	095	18	0.1%	0.2%
	096	57	0.3%	0.3%
	097	11	0.1%	0.1%
	100	339	2.1%	1.7%
	102	14	0.1%	0.2%
	104	34	0.2%	0.2%
	105	22	0.1%	0.1%
	106	11	0.1%	0.1%
	108	23	0.1%	0.2%
	110	95	0.6%	1.0%
	112	24	0.1%	0.1%
	116	1	0.0%	0.0%
	120	109	0.7%	0.8%
	125	13	0.1%	0.1%
	130	8	0.0%	0.1%
	135	50	0.3%	0.1%
	140	11	0.1%	0.0%
	145	20	0.1%	0.1%
	150	21	0.1%	0.1%
	160	59	0.4%	0.0%
	162	20	0.1%	0.1%
	180	17	0.1%	0.0%
	200	46	0.3%	0.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	998	1363	8.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 39

Tape Pos. 393-393
Format: I1

F2C39 IN 3 YRS, CHANGE IN TCHR EVAL STANDARDS

In the past three years, would you say that the standards for teachers evaluation in your school have:

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BECOME MORE RIGOROUS	1	6376	39.1%	44.5%
REMAINED ABOUT THE SAME	2	7847	48.1%	53.0%
BECOME LESS RIGOROUS	3	389	2.4%	2.4%
SCHOOL DOES NOT HAVE FORMAL EVALUATIONS	4	32	0.2%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1343	8.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 40

Does your school currently use any of these forms of teacher evaluation?

Question 40A

Tape Pos. 394-394
Format: I1

F2C40A PRINCIPAL EVALUATES TEACHERS

In your school does the principal evaluate teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	14423	88.4%	98.6%
NO	2	183	1.1%	1.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1349	8.3%	(MISS)
LEGITMATE SKIP	9	32	0.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 40B

Tape Pos. 395-395
Format: I1

F2C40B TEACHERS EVALUATE TEACHERS

In your school do teachers evaluate teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2897	17.8%	19.0%
NO	2	10162	62.3%	81.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	2896	17.8%	(MISS)
LEGITMATE SKIP	9	32	0.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 40C

Tape Pos. 396-396
Format: I1

F2C40C STUDENTS EVALUATE TEACHERS

In your school do students evaluate teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1769	10.8%	11.3%
NO	2	11089	68.0%	88.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	20	0.1%	(MISS)
MISSING	8	3077	18.9%	(MISS)
LEGITMATE SKIP	9	32	0.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 41

Are any of the following kinds of rewards given to teachers in your school?

Question 41A

Tape Pos. 397-397
Format: I1

F2C41A GIVEN SPECIAL AWARDS FOR TEACHING

In your school are teachers given special awards for teaching as a reward?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7349	45.1%	50.3%
NO	2	7148	43.8%	49.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1490	9.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 41B

Tape Pos. 398-398
Format: I1

F2C41B ASSIGNED TO TEACH THE BETTER STUDENTS

In your school are teachers assigned to teach the better students as a reward?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2429	14.9%	17.5%
NO	2	11941	73.2%	82.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1617	9.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 41C

Tape Pos. 399-399
Format: I1

F2C41C GIVEN A LIGHTER TEACHING LOAD

In your school are teachers given a lighter teaching load as a reward?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	828	5.1%	7.0%
NO	2	13500	82.8%	93.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1659	10.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 41D

Tape Pos. 400-400
Format: I1

F2C41D RELIEVED OF ADMIN OR DISCIPLINARY DUTIES

In your school are teachers relieved of administrative or disciplinary duties as a reward?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1313	8.0%	10.5%
NO	2	13096	80.3%	89.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1578	9.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 41E

Tape Pos. 401-401
Format: I1

F2C41E GIVEN PRIORITY ON REQUESTS FOR MATERIALS

In your school are teachers given priority on requests for material as a reward?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	1149	7.0%	9.6%
NO	2	13212	81.0%	90.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1626	10.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 41F

Tape Pos. 402-402
Format: I1

F2C41F HIGHER PAY

In your school are teachers given higher pay as a reward?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2298	14.1%	13.0%
NO	2	12003	73.6%	87.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1686	10.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

IV. SCHOOL POLICIES AND PROGRAMS

Question 42

Tape Pos. 403-403
Format: I1

F2C42 SENIORS MUST PASS A TEST FOR HS DIPLOMA

Are students required to pass a minimum competency or proficiency test in order to receive a High School Diploma?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	8081	49.5%	57.2%
NO	2	6671	40.9%	42.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1235	7.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 43

In which grades is the minimum competency or proficiency test for graduation given to students? Do not include retesting of students.

Question 43A

Tape Pos. 404-404
Format: I1

F2C43A MINIMUM COMPETENCY TEST GIVEN IN GRADE 7

Minimum competency test given in grade 7

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	125	0.8%	1.4%
NO	2	346	2.1%	3.2%
SCHOOL DOES NOT HAVE THIS GRADE	3	8383	51.4%	95.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	462	2.8%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 43B

Tape Pos. 405-405
Format: I1

F2C43B MINIMUM COMPETENCY TEST GIVEN IN GRADE 8

Minimum competency test given in grade 8

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	126	0.8%	1.5%
NO	2	380	2.3%	3.4%
SCHOOL DOES NOT HAVE THIS GRADE	3	8278	50.8%	95.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	532	3.3%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 43C

Tape Pos. 406-406
Format: I1

F2C43C MINIMUM COMPETENCY TEST GIVEN IN GRADE 9

Minimum competency test given in grade 9

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3700	22.7%	54.4%
NO	2	2142	13.1%	30.6%
SCHOOL DOES NOT HAVE THIS GRADE	3	1061	6.5%	14.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	46	0.3%	(MISS)
MISSING	8	2367	14.5%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 43D

Tape Pos. 407-407
Format: I1

F2C43D MINIMUM COMPETENCY TEST GIVEN IN GRD 10

Minimum competency test given in grade 10

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3706	22.7%	60.0%
NO	2	2594	15.9%	39.8%
SCHOOL DOES NOT HAVE THIS GRADE	3	13	0.1%	0.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	30	0.2%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	2972	18.2%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 43E

Tape Pos. 408-408
Format: I1

F2C43E MINIMUM COMPETENCY TEST GIVEN IN GRD 11

Minimum competency test given in grade 11

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4835	29.6%	69.4%
NO	2	1903	11.7%	30.4%
SCHOOL DOES NOT HAVE THIS GRADE	3	13	0.1%	0.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	29	0.2%	(MISS)
MISSING	8	2536	15.5%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 43F

Tape Pos. 409-409
Format: I1

F2C43F MINIMUM COMPETENCY TEST GIVEN IN GRD 12

Minimum competency test given in grade 12

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2731	16.7%	44.8%
NO	2	3237	19.8%	55.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	29	0.2%	(MISS)
REFUSED	7	20	0.1%	(MISS)
MISSING	8	3299	20.2%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 44

Is the competency test a state, district, or school requirement?

Question 44A

Tape Pos. 410-410
Format: I1

F2C44A COMPETENCY TEST IS STATE REQUIREMENT

Is the competency test a state requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7050	43.2%	90.9%
NO	2	812	5.0%	9.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1454	8.9%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 44B

Tape Pos. 411-411
Format: I1

F2C44B COMPETENCY TEST IS DISTRICT REQUIREMENT

Is the competency test a district requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3548	21.8%	55.8%
NO	2	2991	18.3%	44.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	2777	17.0%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 44C

Tape Pos. 412-412
Format: I1

F2C44C COMPETENCY TEST IS SCHOOL REQUIREMENT

Is the competency test a school requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	3115	19.1%	49.5%
NO	2	3270	20.0%	50.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	2931	18.0%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 45

Are the following areas covered on the competency test?

Question 45A

Tape Pos. 413-413
Format: I1

F2C45A IS MATH ON THE COMPETENCY TEST?

Is math covered on the competency test?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7809	47.9%	98.6%
NO	2	140	0.9%	1.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1367	8.4%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 45B

Tape Pos. 414-414
Format: I1

F2C45B IS SCIENCE ON THE COMPETENCY TEST?

Is science covered on the competency test?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2681	16.4%	34.7%
NO	2	4731	29.0%	65.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1904	11.7%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 45C

Tape Pos. 415-415
Format: I1

F2C45C IS ENGLISH ON THE COMPETENCY TEST?

Is English covered on the competency test?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	7715	47.3%	97.7%
NO	2	244	1.5%	2.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	19	0.1%	(MISS)
MISSING	8	1338	8.2%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 45D

Tape Pos. 416-416
Format: I1

F2C45D IS HISTORY/SOCIAL STUDIES ON COMP TEST?

Is history/social studies covered on the competency test?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	2981	18.3%	38.7%
NO	2	4442	27.2%	61.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1893	11.6%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 46

Tape Pos. 417-419
Format: I3

F2C46 PCT. STUS FAIL COMP TEST ON FIRST TRY

What percentage of students taking the competency test fail on their first attempt?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	135	0.8%	1.5%
	001	274	1.7%	3.6%
	002	378	2.3%	4.5%
	003	99	0.6%	1.3%
	004	193	1.2%	2.3%
	005	640	3.9%	9.2%
	006	69	0.4%	0.9%
	007	133	0.8%	2.5%
	008	145	0.9%	2.7%
	009	45	0.3%	0.8%
	010	656	4.0%	9.2%
	011	66	0.4%	0.8%
	012	151	0.9%	1.9%
	013	10	0.1%	0.1%
	014	53	0.3%	0.6%
	015	487	3.0%	7.5%
	016	31	0.2%	0.4%
	017	41	0.3%	0.6%
	018	93	0.6%	1.0%
	020	516	3.2%	7.0%
	022	77	0.5%	0.8%
	023	48	0.3%	0.7%
	025	347	2.1%	4.9%
	026	12	0.1%	0.3%
	027	21	0.1%	0.3%
	028	31	0.2%	0.5%
	030	550	3.4%	8.0%
	032	33	0.2%	0.3%
	033	85	0.5%	1.3%
	034	25	0.2%	0.3%
	035	219	1.3%	3.2%
	037	22	0.1%	0.2%
	039	30	0.2%	0.3%
	040	305	1.9%	3.8%
	041	46	0.3%	0.3%
	043	19	0.1%	0.4%
	045	76	0.5%	1.4%
	046	11	0.1%	0.3%
	047	5	0.0%	0.1%
	048	36	0.2%	0.5%
	049	17	0.1%	0.2%
	050	234	1.4%	3.3%
	052	6	0.0%	0.2%
	053	4	0.0%	0.3%
	054	36	0.2%	0.3%
	055	15	0.1%	0.2%
	056	2	0.0%	0.9%
	057	18	0.1%	0.3%
	058	31	0.2%	0.3%
	060	269	1.6%	3.1%
	061	43	0.3%	0.4%
	062	50	0.3%	0.7%
	063	1	0.0%	0.2%
	065	67	0.4%	0.9%
	066	4	0.0%	0.2%
	067	2	0.0%	0.2%
	070	65	0.4%	0.7%
	075	109	0.7%	1.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	998	2130	13.1%	(MISS)
LEGITMATE SKIP	999	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 47

When a student fails the competency test, which of the following options are available to the student at the school and which are required of the student?

Question 47A

Tape Pos. 420-420
Format: I1

F2C47A FAIL TEST, CAN RETAKE TEST

When a student fails the competency test, is retaking the test an option or requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THIS OPTION IS NOT AVAILABLE..	1	198	1.2%	2.4%
THIS OPTION IS AVAILABLE BUT NOT REQUIRED	2	454	2.8%	6.0%
THIS IS REQUIRED OF STUDENTS WHO FAIL THE TEST	3	7267	44.6%	91.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1390	8.5%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 47B

Tape Pos. 421-421
Format: I1

F2C47B FAIL TEST, CAN TAKE REMEDIAL CLASS

When a student fails the competency test, is taking remedial classes in deficient subject areas an option or requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THIS OPTION IS NOT AVAILABLE..	1	784	4.8%	8.9%
THIS OPTION IS AVAILABLE BUT NOT REQUIRED	2	3212	19.7%	41.3%
THIS IS REQUIRED OF STUDENTS WHO FAIL THE TEST	3	3821	23.4%	49.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	29	0.2%	(MISS)
MISSING	8	1470	9.0%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 47C

Tape Pos. 422-422
Format: I1

F2C47C FAIL TEST, CAN COMPLETE TEST PREP CLASS

When a student fails the competency test, is completing a general competency test preparation class an option or requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THIS OPTION IS NOT AVAILABLE..	1	4142	25.4%	55.6%
THIS OPTION IS AVAILABLE BUT NOT REQUIRED	2	2180	13.4%	28.6%
THIS IS REQUIRED OF STUDENTS WHO FAIL THE TEST	3	1138	7.0%	15.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1856	11.4%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 47D

Tape Pos. 423-423
Format: I1

F2C47D FAIL TEST, CAN GET TUTORING

When a student fails the competency test, is tutoring an option or requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THIS OPTION IS NOT AVAILABLE..	1	950	5.8%	12.3%
THIS OPTION IS AVAILABLE BUT NOT REQUIRED	2	5779	35.4%	76.4%
THIS IS REQUIRED OF STUDENTS WHO FAIL THE TEST	3	941	5.8%	11.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	25	0.2%	(MISS)
MISSING	8	1621	9.9%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 47E

Tape Pos. 424-424
Format: I1

F2C47E FAIL TEST, CAN GO TO SUMMER SCHOOL

When a student fails the competency test, is going to summer school an option or requirement?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THIS OPTION IS NOT AVAILABLE..	1	1559	9.6%	20.5%
THIS OPTION IS AVAILABLE BUT NOT REQUIRED	2	5726	35.1%	74.4%
THIS IS REQUIRED OF STUDENTS WHO FAIL THE TEST	3	318	1.9%	5.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1713	10.5%	(MISS)
LEGITMATE SKIP	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 47F

Tape Pos. 425-425
Format: I1

F2C47F FAIL TEST, OTHER OPTION

When a student fails the competency test, are other options available or required?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
THIS OPTION IS NOT AVAILABLE..	1	2784	17.1%	71.8%
THIS OPTION IS AVAILABLE BUT NOT REQUIRED....................	2	952	5.8%	24.2%
THIS IS REQUIRED OF STUDENTS WHO FAIL THE TEST..............	3	98	0.6%	4.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
REFUSED....................	7	1	0.0%	(MISS)
MISSING....................	8	5481	33.6%	(MISS)
LEGITMATE SKIP.............	9	6671	40.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 48

Please indicate in which grades each of the following programs are offered by your high school.

Question 48A1

Tape Pos. 426-426
Format: I1

F2C48A1 ENGLISH TAUGHT AS 2ND LANGUAGE, GRADE 9

Is English taught as a second language (either in English or in students' native tongue) in grade 9?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	5655	34.7%	40.0%
DOES NOT APPLY.................	2	8676	53.2%	60.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1656	10.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48A2

Tape Pos. 427-427
Format: I1

F2C48A2 ENGLISH TAUGHT AS 2ND LANGUAGE, GRADE 10

Is English taught as a second language (either in English or in students' native tongue) in grade 10?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	6214	38.1%	44.3%
DOES NOT APPLY.................	2	8117	49.8%	55.7%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1656	10.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48A3

Tape Pos. 428-428
Format: I1

F2C48A3 ENGLISH TAUGHT AS 2ND LANGUAGE, GRADE 11

Is English taught as a second language (either in English or in students' native tongue) in grade 11?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	5988	36.7%	42.8%
DOES NOT APPLY.................	2	8343	51.1%	57.2%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1656	10.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48A4

Tape Pos. 429-429
Format: I1

F2C48A4 ENGLISH TAUGHT AS 2ND LANGUAGE, GRADE 12

Is English taught as a second language (either in English or in students' native tongue) in grade 12?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	5760	35.3%	41.2%
DOES NOT APPLY.................	2	8571	52.5%	58.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1656	10.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48A5

Tape Pos. 430-430
Format: I1

F2C48A5 ENGLISH TAUGHT AS 2ND LANGUAGE, NOT OFFR

Is English taught as a second language (either in English or in students' native tongue) not offered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	7937	48.7%	54.2%
DOES NOT APPLY.................	2	6394	39.2%	45.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1656	10.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48B1

Tape Pos. 431-431
Format: I1

F2C48B1 NATIVE LANGUAGE USED AT TIMES, GRADE 9

Native language is used in varying degrees in instructing students with limited English proficiency in grade 9.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	2696	16.5%	20.1%
DOES NOT APPLY.................	2	11465	70.3%	79.9%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1826	11.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48B2

Tape Pos. 432-432
Format: I1

F2C48B2 NATIVE LANGUAGE USED AT TIMES, GRADE 10

Native language is used in varying degrees in instructing students with limited English proficiency in grade 10.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	2843	17.4%	21.5%
DOES NOT APPLY.................	2	11318	69.4%	78.5%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1826	11.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48B3

Tape Pos. 433-433
Format: I1

F2C48B3 NATIVE LANGUAGE USED AT TIMES, GRADE 11

Native language is used in varying degrees in instructing students with limited English proficiency in grade 11.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES........................	1	2597	15.9%	20.0%
DOES NOT APPLY.................	2	11564	70.9%	80.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1826	11.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48B4

Tape Pos. 434-434
Format: I1

F2C48B4 NATIVE LANGUAGE USED AT TIMES, GRADE 12

Native language is used in varying degrees in instructing students with limited English proficiency in grade 12.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	2475	15.2%	18.8%
DOES NOT APPLY	2	11686	71.6%	81.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1826	11.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48B5

Tape Pos. 435-435
Format: I1

F2C48B5 NATIVE LANGUAGE USED AT TIMES, NOT OFFRD

Native language used in varying degrees in instructing students with limited English proficiency is not offered.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	11144	68.3%	76.8%
DOES NOT APPLY	2	3031	18.6%	23.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1812	11.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48C1

Tape Pos. 436-436
Format: I1

F2C48C1 COURSES ON NATIVE HISTORY, GRADE 9

Courses for language minority students on their native culture or history are offered in grade 9.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1111	6.8%	8.7%
DOES NOT APPLY	2	12967	79.5%	91.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1909	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48C2

Tape Pos. 437-437
Format: I1

F2C48C2 COURSES ON NATIVE HISTORY, GRADE 10

Courses for language minority students on their native culture or history are offered in grade 10.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1235	7.6%	10.2%
DOES NOT APPLY	2	12843	78.7%	89.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1909	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48C3

Tape Pos. 438-438
Format: I1

F2C48C3 COURSES ON NATIVE HISTORY, GRADE 11

Courses for language minority students on their native culture or history are offered in grade 11.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1307	8.0%	10.3%
DOES NOT APPLY	2	12771	78.3%	89.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1909	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48C4

Tape Pos. 439-439
Format: I1

F2C48C4 COURSES ON NATIVE HISTORY, GRADE 12

Courses for language minority students on their native culture or history are offered in grade 12.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	1198	7.3%	9.5%
DOES NOT APPLY	2	12880	79.0%	90.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1909	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 48C5

Tape Pos. 440-440
Format: I1

F2C48C5 COURSES ON NATIVE HISTORY, NOT OFFERED

Courses for language minority students on their native culture or history are not offered.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
APPLIES	1	12537	76.9%	88.0%
DOES NOT APPLY	2	1541	9.4%	12.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1909	11.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 49

Tape Pos. 441-443
Format: I3

F2C49 # OF 12TH GRADE STUDENTS IN AP COURSES

How many students in the 12th grade are enrolled in Advanced Placement courses? Please give your best estimate.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	000	2786	17.1%	18.6%
	001	102	0.6%	0.6%
	002	27	0.2%	0.2%
	003	105	0.6%	0.9%
	004	34	0.2%	0.2%
	005	94	0.6%	0.7%
	006	62	0.4%	0.4%
	007	65	0.4%	0.6%
	008	164	1.0%	0.9%
	009	29	0.2%	0.3%
	010	347	2.1%	2.7%
	011	38	0.2%	0.3%
	012	300	1.8%	2.1%
	013	53	0.3%	0.2%
	014	23	0.1%	0.3%
	015	284	1.7%	2.4%
	016	95	0.6%	0.4%
	017	42	0.3%	0.2%
	018	108	0.7%	0.6%
	019	111	0.7%	1.0%
	020	630	3.9%	4.0%
	021	44	0.3%	0.2%
	022	76	0.5%	0.4%
	024	109	0.7%	0.6%
	025	494	3.0%	3.0%
	026	82	0.5%	0.6%
	027	83	0.5%	0.7%
	028	88	0.5%	0.6%
	029	32	0.2%	0.1%
	030	525	3.2%	3.2%
	031	50	0.3%	0.3%
	032	72	0.4%	0.4%
	033	86	0.5%	0.4%
	034	92	0.6%	0.4%
	035	235	1.4%	1.3%
	036	94	0.6%	0.4%
	037	20	0.1%	0.2%
	038	41	0.3%	0.1%
	039	1	0.0%	0.1%
	040	586	3.6%	3.8%
	041	26	0.2%	0.3%
	042	29	0.2%	0.4%
	043	5	0.0%	0.0%
	044	42	0.3%	0.2%
	045	240	1.5%	1.4%
	046	44	0.3%	0.3%
	047	42	0.3%	0.4%
	048	17	0.1%	0.1%
	050	420	2.6%	3.2%
	051	32	0.2%	0.2%
	052	74	0.5%	0.4%
	053	67	0.4%	0.5%
	054	28	0.2%	0.1%
	055	122	0.7%	0.6%
	056	19	0.1%	0.1%
	057	42	0.3%	0.2%
	058	30	0.2%	0.3%
	059	19	0.1%	0.2%
	060	491	3.0%	3.8%
	062	43	0.3%	0.2%
	063	21	0.1%	0.2%
	064	37	0.2%	0.2%
	065	236	1.4%	2.2%
	066	3	0.0%	0.0%
	068	22	0.1%	0.1%
	069	5	0.0%	0.1%
	070	193	1.2%	1.2%
	071	16	0.1%	0.1%
	072	98	0.6%	0.5%
	074	22	0.1%	0.5%
	075	384	2.4%	1.9%
	077	56	0.3%	0.7%
	078	8	0.0%	0.1%
	079	51	0.3%	0.3%
	080	227	1.4%	1.0%
	082	37	0.2%	0.2%
	083	16	0.1%	0.0%
	085	110	0.7%	0.6%
	086	9	0.1%	0.1%
	087	16	0.1%	0.1%
	088	50	0.3%	0.3%
	089	16	0.1%	0.1%
	090	174	1.1%	1.4%
	091	44	0.3%	0.2%
	092	23	0.1%	0.1%
	093	25	0.2%	0.1%
	095	70	0.4%	0.5%
	096	10	0.1%	0.2%
	097	30	0.2%	0.2%
	098	8	0.0%	0.0%
	100	435	2.7%	2.7%
	101	1	0.0%	0.0%
	103	20	0.1%	0.3%
	105	36	0.2%	0.2%
	108	30	0.2%	0.3%
	110	145	0.9%	0.9%
	112	13	0.1%	0.1%
	115	79	0.5%	0.4%
	116	20	0.1%	0.1%
	117	16	0.1%	0.1%
	120	215	1.3%	1.6%
	124	20	0.1%	0.1%
	125	137	0.8%	1.2%
	127	2	0.0%	0.0%
	129	28	0.2%	0.2%
	130	105	0.6%	0.5%
	134	24	0.1%	0.3%
	135	2	0.0%	0.1%
	136	15	0.1%	0.1%
	140	75	0.5%	0.5%
	141	10	0.1%	0.1%
	143	18	0.1%	0.1%
	150	235	1.4%	1.2%
	155	22	0.1%	0.1%
	160	57	0.3%	0.3%
	161	34	0.2%	0.4%
	163	24	0.1%	0.1%
	165	6	0.0%	0.1%
	167	21	0.1%	0.1%
	168	8	0.0%	0.1%
	171	21	0.1%	0.1%
	173	1	0.0%	0.1%
	175	112	0.7%	0.7%
	180	141	0.9%	0.6%
	181	1	0.0%	0.0%
	183	4	0.0%	0.1%
	192	13	0.1%	0.1%
	198	4	0.0%	0.0%
	200	164	1.0%	0.9%
	210	23	0.1%	0.1%
	220	33	0.2%	0.2%
	223	20	0.1%	0.2%
	225	64	0.4%	0.3%
	226	10	0.1%	0.0%
	240	41	0.3%	0.2%
	241	5	0.0%	0.1%
	250	88	0.5%	0.4%
	251	16	0.1%	0.1%
	260	47	0.3%	0.5%
	265	7	0.0%	0.1%
	267	29	0.2%	0.1%
	278	2	0.0%	0.0%
	280	26	0.2%	0.1%
	281	13	0.1%	0.1%
	287	14	0.1%	0.1%
	290	17	0.1%	0.1%
	300	15	0.1%	0.1%
	310	10	0.1%	0.0%
	320	19	0.1%	0.0%
	325	25	0.2%	0.2%
	328	3	0.0%	0.1%
	331	32	0.2%	0.1%
	333	18	0.1%	0.0%
	340	25	0.2%	0.1%
	350	65	0.4%	0.2%
	356	22	0.1%	0.2%
	400	19	0.1%	0.1%
	410	21	0.1%	0.1%
	500	34	0.2%	0.2%
	705	3	0.0%	0.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	998	749	4.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

V. SCHOOL GOVERNANCE AND CLIMATE

Question 51

Using the number key below, how would you rate your school compared to other schools in each of the following areas?

Question 51A

Tape Pos. 444-444
Format: I1

F2C51A PROMOTE PRACTICE IN CITIZENSHIP

How would you rate your school compared to other schools in promoting understanding and practice in citizenship?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
OUTSTANDING....................	1	2809	17.2%	18.7%
QUITE GOOD.....................	2	7742	47.5%	53.6%
SATISFACTORY...................	3	3280	20.1%	23.3%
FAIR...........................	4	602	3.7%	4.0%
POOR...........................	5	98	0.6%	0.5%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1456	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question   51B                                 Tape Pos. 445-445
--------------                                 Format: I1

F2C51B     INVOLVE STUDENTS IN STUDENT GOVERNMENT

How would you rate your school compared to other schools in
involving students in student government?

                                                           PER-    WGTD
     RESPONSE                     CODES         FREQ      CENT    PCT
    ----------                  ---------       -----     -----   -----
OUTSTANDING......................       1        3641     22.3%   24.6%
QUITE GOOD.......................       2        5929     36.3%   42.3%
SATISFACTORY.....................       3        3442     21.1%   22.9%
FAIR.............................       4        1343      8.2%    8.9%
POOR.............................       5         181      1.1%    1.3%
 RESERVED CODES:
   NO SCHOOL QUEX................                 324      2.0% (MISS)
   MULTIPLE RESPONSE.............       6          10      0.1% (MISS)
   MISSING.......................       8        1441      8.8% (MISS)
                                                -----     -----   -----
 TOTALS:                                        16311    100.0%  100.0%
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Question   51C                                 Tape Pos. 446-446
--------------                                 Format: I1

F2C51C     PROMOTE AWARENES, CONTEMP SOCIAL ISSUES

How would you rate your school compared to other schools in
promoting awareness of contemporary social issues (for
example race relations or equality of the sexes)?

                                                           PER-    WGTD
     RESPONSE                     CODES         FREQ      CENT    PCT
    ----------                  ---------       -----     -----   -----
OUTSTANDING......................       1        2752     16.9%   18.0%
QUITE GOOD.......................       2        6727     41.2%   46.6%
SATISFACTORY.....................       3        3829     23.5%   27.5%
FAIR.............................       4        1046      6.4%    7.1%
POOR.............................       5         155      1.0%    0.9%
 RESERVED CODES:
   NO SCHOOL QUEX................                 324      2.0% (MISS)
   MULTIPLE RESPONSE.............       6          21      0.1% (MISS)
   MISSING.......................       8        1457      8.9% (MISS)
                                                -----     -----   -----
 TOTALS:                                        16311    100.0%  100.0%
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Question   51D                                 Tape Pos. 447-447
--------------                                 Format: I1

F2C51D     PROVIDE VALUES/MORAL EDUCATION

How would you rate your school compared to other schools in
providing values/moral education?

                                                           PER-    WGTD
     RESPONSE                     CODES         FREQ      CENT    PCT
    ----------                  ---------       -----     -----   -----
OUTSTANDING......................       1        2528     15.5%   16.8%
QUITE GOOD.......................       2        5738     35.2%   39.3%
SATISFACTORY.....................       3        4811     29.5%   33.8%
FAIR.............................       4        1074      6.6%    8.2%
POOR.............................       5         337      2.1%    2.0%
 RESERVED CODES:
   NO SCHOOL QUEX................                 324      2.0% (MISS)
   MISSING.......................       8        1499      9.2% (MISS)
                                                -----     -----   -----
 TOTALS:                                        16311    100.0%  100.0%
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Question   52
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We are interested in how decisions are made at your school.
The grid below contains 8 decisions that are often made in
the course of running a school.  The grid also lists 6
individuals or groups who often make these decisions.  For
each decision, please circle one of the following numbers
for each decision maker, indicating how much influence the
decision maker typically has:
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Question   52A1                                Tape Pos. 448-448
--------------                                 Format: I1

F2C52A1    PRINC, CRITERIA FOR HIRE/FIRE TEACHERS

How much influence does the principal have on establishing
criteria for hiring and firing teachers?

                                                           PER-    WGTD
     RESPONSE                     CODES         FREQ      CENT    PCT
    ----------                  ---------       -----     -----   -----
NO INFLUENCE.....................       0         362      2.2%    3.2%
SOME INFLUENCE...................       1        2781     17.0%   19.9%
MAJOR INFLUENCE..................       2       11530     70.7%   76.9%
 RESERVED CODES:
   NO SCHOOL QUEX................                 324      2.0% (MISS)
   MISSING.......................       8        1314      8.1% (MISS)
                                                -----     -----   -----
 TOTALS:                                        16311    100.0%  100.0%
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Question   52A2                                Tape Pos. 449-449
--------------                                 Format: I1

F2C52A2    DEPT CH, CRITERIA FOR HIRE/FIRE TEACHERS

How much influence does the dept. chair have on
establishing criteria for hiring and firing teachers?

                                                           PER-    WGTD
     RESPONSE                     CODES         FREQ      CENT    PCT
    ----------                  ---------       -----     -----   -----
NO INFLUENCE.....................       0        3026     18.6%   23.9%
SOME INFLUENCE...................       1        7073     43.4%   50.3%
MAJOR INFLUENCE..................       2        4120     25.3%   25.8%
 RESERVED CODES:
   NO SCHOOL QUEX................                 324      2.0% (MISS)
   MISSING.......................       8        1768     10.8% (MISS)
                                                -----     -----   -----
 TOTALS:                                        16311    100.0%  100.0%
```

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Question   52A3                                Tape Pos. 450-450
--------------                                 Format: I1

F2C52A3    TEACHRS, CRITERIA FOR HIRE/FIRE TEACHERS

How much influence do individual teachers have on
establishing criteria for hiring and firing teachers?

                                                           PER-    WGTD
     RESPONSE                     CODES         FREQ      CENT    PCT
    ----------                  ---------       -----     -----   -----
NO INFLUENCE.....................       0        7896     48.4%   54.2%
SOME INFLUENCE...................       1        5949     36.5%   40.4%
MAJOR INFLUENCE..................       2         677      4.2%    5.4%
 RESERVED CODES:
   NO SCHOOL QUEX................                 324      2.0% (MISS)
   MISSING.......................       8        1465      9.0% (MISS)
                                                -----     -----   -----
 TOTALS:                                        16311    100.0%  100.0%
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Question   52A4                                Tape Pos. 451-451
--------------                                 Format: I1

F2C52A4    PARENTS, CRITERIA FOR HIRE/FIRE TEACHERS

How much influence do parents have on establishing criteria
for hiring and firing teachers?

                                                           PER-    WGTD
     RESPONSE                     CODES         FREQ      CENT    PCT
    ----------                  ---------       -----     -----   -----
NO INFLUENCE.....................       0       10793     66.2%   73.3%
SOME INFLUENCE...................       1        3474     21.3%   24.8%
MAJOR INFLUENCE..................       2         254      1.6%    1.9%
 RESERVED CODES:
   NO SCHOOL QUEX................                 324      2.0% (MISS)
   MULTIPLE RESPONSE.............       6          18      0.1% (MISS)
   MISSING.......................       8        1448      8.9% (MISS)
                                                -----     -----   -----
 TOTALS:                                        16311    100.0%  100.0%
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Question 52A5

Tape Pos. 452-452
Format: I1

F2C52A5 SC BD, CRITERIA FOR HIRE/FIRE TEACHERS

How much influence does the school board or council have on establishing criteria for hiring and firing teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	3464	21.2%	22.4%
SOME INFLUENCE	1	5228	32.1%	36.2%
MAJOR INFLUENCE	2	5853	35.9%	41.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1442	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52A6

Tape Pos. 453-453
Format: I1

F2C52A6 SC DIST, CRITERIA FOR HIRE/FIRE TEACHERS

How much influence does the school district office have on establishing criteria for hiring and firing teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	2424	14.9%	13.4%
SOME INFLUENCE	1	4575	28.0%	33.6%
MAJOR INFLUENCE	2	7358	45.1%	53.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1629	10.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52B1

Tape Pos. 454-454
Format: I1

F2C52B1 PRINC, POLICY FOR GROUPING ST CLASSES

How much influence does the principal have on establishing policies and priorities for grouping students into classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	306	1.9%	1.8%
SOME INFLUENCE	1	4517	27.7%	31.3%
MAJOR INFLUENCE	2	9698	59.5%	67.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1465	9.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52B2

Tape Pos. 455-455
Format: I1

F2C52B2 DEPT CH, POLICY FOR GROUPING ST CLASSES

How much influence does the dept. chair have on establishing policies and priorities for grouping students into classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	1213	7.4%	9.1%
SOME INFLUENCE	1	5389	33.0%	39.0%
MAJOR INFLUENCE	2	7606	46.6%	51.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1778	10.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52B3

Tape Pos. 456-456
Format: I1

F2C52B3 TEACHRS, POLICY FOR GROUPING ST CLASSES

How much influence do individual teachers have on establishing policies and priorities for grouping students into classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	1087	6.7%	6.6%
SOME INFLUENCE	1	7266	44.5%	51.1%
MAJOR INFLUENCE	2	6146	37.7%	42.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1487	9.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52B4

Tape Pos. 457-457
Format: I1

F2C52B4 PARENTS, POLICY FOR GROUPING ST CLASSES

How much influence do parents have on establishing policies and priorities for grouping students into classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	6220	38.1%	40.7%
SOME INFLUENCE	1	7353	45.1%	52.2%
MAJOR INFLUENCE	2	930	5.7%	7.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1483	9.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52B5

Tape Pos. 458-458
Format: I1

F2C52B5 SC BD, POLICY FOR GROUPING ST CLASSES

How much influence does the school board or council have on establishing policies and priorities for grouping students into classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	7314	44.8%	48.5%
SOME INFLUENCE	1	5036	30.9%	36.0%
MAJOR INFLUENCE	2	2053	12.6%	15.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1583	9.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52B6

Tape Pos. 459-459
Format: I1

F2C52B6 SC DIST, POLICY FOR GROUPING ST CLASSES

How much influence does the school district office have on establishing policies and priorities for grouping students into classes?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	5401	33.1%	34.9%
SOME INFLUENCE	1	5678	34.8%	42.8%
MAJOR INFLUENCE	2	3171	19.4%	22.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
REFUSED	7	1	0.0%	(MISS)
MISSING	8	1736	10.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52C1

Tape Pos. 460-460
Format: I1

F2C52C1 PRINC, DECIDE COURSE OFFERINGS

How much influence does the principal have on deciding what courses will be offered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	139	0.9%	1.2%
SOME INFLUENCE	1	3423	21.0%	22.8%
MAJOR INFLUENCE	2	11093	68.0%	76.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1332	8.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52C2

Tape Pos. 461-461
Format: I1

F2C52C2 DEPT CH, DECIDE COURSE OFFERINGS

How much influence does the dept. chair have on deciding what courses will be offered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	921	5.6%	7.2%
SOME INFLUENCE	1	4080	25.0%	29.1%
MAJOR INFLUENCE	2	9303	57.0%	63.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1683	10.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52C3

Tape Pos. 462-462
Format: I1

F2C52C3 TEACHRS, DECIDE COURSE OFFERINGS

How much influence do individual teachers have on deciding what courses will be offered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	803	4.9%	6.0%
SOME INFLUENCE	1	8334	51.1%	57.2%
MAJOR INFLUENCE	2	5420	33.2%	36.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1430	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52C4

Tape Pos. 463-463
Format: I1

F2C52C4 PARENTS, DECIDE COURSE OFFERINGS

How much influence do parents have on deciding what courses will be offered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	5194	31.8%	33.8%
SOME INFLUENCE	1	8371	51.3%	59.7%
MAJOR INFLUENCE	2	973	6.0%	6.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1449	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52C5

Tape Pos. 464-464
Format: I1

F2C52C5 SC BD, DECIDE COURSE OFFERINGS

How much influence does the school board or council have on deciding what courses will be offered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	3239	19.9%	19.6%
SOME INFLUENCE	1	7183	44.0%	50.5%
MAJOR INFLUENCE	2	4035	24.7%	29.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	18	0.1%	(MISS)
MISSING	8	1512	9.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52C6

Tape Pos. 465-465
Format: I1

F2C52C6 SC DIST, DECIDE COURSE OFFERINGS

How much influence does the school district office have on deciding what courses will be offered?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	2724	16.7%	14.9%
SOME INFLUENCE	1	6054	37.1%	44.2%
MAJOR INFLUENCE	2	5495	33.7%	40.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1714	10.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52D1

Tape Pos. 466-466
Format: I1

F2C52D1 PRINC, SELECTS TEXTBOOKS, MATERIALS

How much influence does the principal have on selecting textbooks and other instructional materials?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	1447	8.9%	9.0%
SOME INFLUENCE	1	9720	59.6%	65.2%
MAJOR INFLUENCE	2	3303	20.3%	25.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1517	9.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52D2

Tape Pos. 467-467
Format: I1

F2C52D2 DEPT CH, SELECTS TEXTBOOKS, MATERIALS

How much influence does the dept. chair have on selecting textbooks and other instructional materials?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	739	4.5%	5.9%
SOME INFLUENCE	1	2880	17.7%	20.1%
MAJOR INFLUENCE	2	10657	65.3%	74.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1704	10.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question   52D3                                  Tape Pos. 468-468
---------------                                  Format: I1

F2C52D3    TEACHRS, SELECTS TEXTBOOKS, MATERIALS

How much influence do individual teachers have on selecting
textbooks and other instructional materials?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0        159       1.0%    1.5%
SOME INFLUENCE..................      1       3068      18.8%   22.6%
MAJOR INFLUENCE.................      2      11399      69.9%   75.9%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MULTIPLE RESPONSE............      6          7       0.0% (MISS)
   MISSING......................      8       1354       8.3% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
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Question   52D4                                  Tape Pos. 469-469
---------------                                  Format: I1

F2C52D4    PARENTS, SELECTS TEXTBOOKS, MATERIALS

How much influence do parents have on selecting textbooks
and other instructional materials?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0       7323      44.9%   47.1%
SOME INFLUENCE..................      1       6450      39.5%   48.2%
MAJOR INFLUENCE.................      2        718       4.4%    4.7%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MISSING......................      8       1496       9.2% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
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Question   52D5                                  Tape Pos. 470-470
---------------                                  Format: I1

F2C52D5    SC BD, SELECTS TEXTBOOKS, MATERIALS

How much influence does the school board or council have on
selecting textbooks and other instructional materials?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0       5304      32.5%   33.2%
SOME INFLUENCE..................      1       6686      41.0%   47.2%
MAJOR INFLUENCE.................      2       2474      15.2%   19.6%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MISSING......................      8       1523       9.3% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
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Question   52D6                                  Tape Pos. 471-471
---------------                                  Format: I1

F2C52D6    SC DIST, SELECTS TEXTBOOKS, MATERIALS

How much influence does the school district office have on
selecting textbooks and other instructional materials?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0       3789      23.2%   21.9%
SOME INFLUENCE..................      1       6535      40.1%   46.8%
MAJOR INFLUENCE.................      2       4027      24.7%   31.3%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MISSING......................      8       1636      10.0% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
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Question   52E1                                  Tape Pos. 472-472
---------------                                  Format: I1

F2C52E1    PRINC, SET CURRICULAR GUIDELINES

How much influence does the principal have on setting
curricular guidelines?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0        444       2.7%    2.6%
SOME INFLUENCE..................      1       5808      35.6%   39.8%
MAJOR INFLUENCE.................      2       8362      51.3%   57.6%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MISSING......................      8       1373       8.4% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
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Question   52E2                                  Tape Pos. 473-473
---------------                                  Format: I1

F2C52E2    DEPT CH, SET CURRICULAR GUIDELINES

How much influence does the dept. chair have on setting
curricular guidelines?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0        900       5.5%    6.9%
SOME INFLUENCE..................      1       4552      27.9%   32.8%
MAJOR INFLUENCE.................      2       8812      54.0%   60.3%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MISSING......................      8       1723      10.6% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
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Question   52E3                                  Tape Pos. 474-474
---------------                                  Format: I1

F2C52E3    TEACHRS, SET CURRICULAR GUIDELINES

How much influence do individual teachers have on setting
curricular guidelines?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0        521       3.2%    3.6%
SOME INFLUENCE..................      1       6888      42.2%   46.7%
MAJOR INFLUENCE.................      2       7182      44.0%   49.8%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MISSING......................      8       1396       8.6% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
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Question   52E4                                  Tape Pos. 475-475
---------------                                  Format: I1

F2C52E4    PARENTS, SET CURRICULAR GUIDELINES

How much influence do parents have on setting curricular
guidelines?

                                                         PER-    WGTD
     RESPONSE                     CODES      FREQ       CENT    PCT
    ----------                   ---------   -----      -----   -----
NO INFLUENCE....................      0       6427      39.4%   42.9%
SOME INFLUENCE..................      1       7475      45.8%   53.0%
MAJOR INFLUENCE.................      2        564       3.5%    4.1%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324       2.0% (MISS)
   MULTIPLE RESPONSE............      6         12       0.1% (MISS)
   MISSING......................      8       1509       9.3% (MISS)
                                             -----      -----   -----
 TOTALS:                                     16311     100.0% 100.0%
```

Question 52E5
Tape Pos. 476-476
Format: I1

F2C52E5 SC BD, SET CURRICULAR GUIDELINES

How much influence does the school board or council have on setting curricular guidelines?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	3448	21.1%	21.7%
SOME INFLUENCE	1	7195	44.1%	50.0%
MAJOR INFLUENCE	2	3810	23.4%	28.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1534	9.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52E6
Tape Pos. 477-477
Format: I1

F2C52E6 SC DIST, SET CURRICULAR GUIDELINES

How much influence does the school district office have on setting curricular guidelines?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	2425	14.9%	13.8%
SOME INFLUENCE	1	5283	32.4%	36.9%
MAJOR INFLUENCE	2	6603	40.5%	49.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1676	10.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52F1
Tape Pos. 478-478
Format: I1

F2C52F1 PRINC, GRADING AND ST EVAL POLICIES

How much influence does the principal have on establishing policies and practices for grading and student evaluation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	366	2.2%	2.4%
SOME INFLUENCE	1	5988	36.7%	42.1%
MAJOR INFLUENCE	2	8254	50.6%	55.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1379	8.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52F2
Tape Pos. 479-479
Format: I1

F2C52F2 DEPT CH, GRADING AND ST EVAL POLICIES

How much influence does the dept. chair have on establishing policies and practices for grading and student evaluation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	1219	7.5%	9.0%
SOME INFLUENCE	1	5736	35.2%	42.1%
MAJOR INFLUENCE	2	7322	44.9%	48.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1710	10.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52F3
Tape Pos. 480-480
Format: I1

F2C52F3 TEACHRS, GRADING AND ST EVAL POLICIES

How much influence do individual teachers have on establishing policies and practices for grading and student evaluation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	425	2.6%	2.2%
SOME INFLUENCE	1	4468	27.4%	31.7%
MAJOR INFLUENCE	2	9743	59.7%	66.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	19	0.1%	(MISS)
MISSING	8	1332	8.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52F4
Tape Pos. 481-481
Format: I1

F2C52F4 PARENTS, GRADING AND ST EVAL POLICIES

How much influence do parents have on establishing policies and practices for grading and student evaluation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	8005	49.1%	51.4%
SOME INFLUENCE	1	5940	36.4%	44.2%
MAJOR INFLUENCE	2	587	3.6%	4.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1455	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52F5
Tape Pos. 482-482
Format: I1

F2C52F5 SC BD, GRADING AND ST EVAL POLICIES

How much influence does the school board or council have on establishing policies and practices for grading and student evaluation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	4220	25.9%	26.3%
SOME INFLUENCE	1	6646	40.7%	45.7%
MAJOR INFLUENCE	2	3651	22.4%	27.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1470	9.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52F6
Tape Pos. 483-483
Format: I1

F2C52F6 SC DIST, GRADING AND ST EVAL POLICIES

How much influence does the school district office have on establishing policies and practices for grading and student evaluation?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	3584	22.0%	20.9%
SOME INFLUENCE	1	6222	38.1%	43.6%
MAJOR INFLUENCE	2	4550	27.9%	35.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1631	10.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 52G1
Tape Pos. 484-484
Format: I1

F2C52G1 PRINC, ESTABLISH DISCIPLINE POLICIES

How much influence does the principal have on establishing discipline policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	99	0.6%	0.8%
SOME INFLUENCE	1	1612	9.9%	12.2%
MAJOR INFLUENCE	2	12932	79.3%	87.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1344	8.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52G2
Tape Pos. 485-485
Format: I1

F2C52G2 DEPT CH, ESTABLISH DISCIPLINE POLICIES

How much influence does the dept. chair have on establishing discipline policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	3162	19.4%	21.8%
SOME INFLUENCE	1	8165	50.1%	55.5%
MAJOR INFLUENCE	2	2810	17.2%	22.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1849	11.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52G3
Tape Pos. 486-486
Format: I1

F2C52G3 TEACHRS, ESTABLISH DISCIPLINE POLICIES

How much influence do individual teachers have on establishing discipline policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	873	5.4%	5.5%
SOME INFLUENCE	1	8994	55.1%	59.6%
MAJOR INFLUENCE	2	4764	29.2%	34.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1356	8.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52G4
Tape Pos. 487-487
Format: I1

F2C52G4 PARENTS, ESTABLISH DISCIPLINE POLICIES

How much influence do parents have on establishing discipline policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	4208	25.8%	26.1%
SOME INFLUENCE	1	9151	56.1%	65.0%
MAJOR INFLUENCE	2	1203	7.4%	8.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1425	8.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52G5
Tape Pos. 488-488
Format: I1

F2C52G5 SC BD, ESTABLISH DISCIPLINE POLICIES

How much influence does the school board or council have on establishing discipline policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	1843	11.3%	10.4%
SOME INFLUENCE	1	6370	39.1%	44.4%
MAJOR INFLUENCE	2	6293	38.6%	45.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1481	9.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52G6
Tape Pos. 489-489
Format: I1

F2C52G6 SC DIST, ESTABLISH DISCIPLINE POLICIES

How much influence does the school district office have on establishing discipline policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	2449	15.0%	12.9%
SOME INFLUENCE	1	6016	36.9%	43.7%
MAJOR INFLUENCE	2	5863	35.9%	43.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1659	10.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52H1
Tape Pos. 490-490
Format: I1

F2C52H1 PRINC, DECIDE HOW SCHOOL FUNDS SPENT

How much influence does the principal have on deciding how school funds will be spent?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	241	1.5%	1.7%
SOME INFLUENCE	1	3790	23.2%	26.6%
MAJOR INFLUENCE	2	10594	65.0%	71.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1362	8.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52H2
Tape Pos. 491-491
Format: I1

F2C52H2 DEPT CH, DECIDE HOW SCHOOL FUNDS SPENT

How much influence does the dept. chair have on deciding how school funds will be spent?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	1426	8.7%	9.7%
SOME INFLUENCE	1	7449	45.7%	51.5%
MAJOR INFLUENCE	2	5369	32.9%	38.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1743	10.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 52H3
Tape Pos. 492-492
Format: I1

F2C52H3 TEACHRS, DECIDE HOW SCHOOL FUNDS SPENT

How much influence do individual teachers have on deciding how school funds will be spent?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	0	1973	12.1%	11.4%
SOME INFLUENCE	1	10281	63.0%	71.3%
MAJOR INFLUENCE	2	2292	14.1%	17.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1441	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question   52H4                            Tape Pos. 493-493
---------------                            Format: I1

F2C52H4    PARENTS, DECIDE HOW SCHOOL FUNDS SPENT

How much influence do parents have on deciding how school
funds will be spent?

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
NO INFLUENCE..................     0      8264   50.7%   55.0%
SOME INFLUENCE................     1      5892   36.1%   42.6%
MAJOR INFLUENCE...............     2       389    2.4%    2.4%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MISSING....................     8      1442    8.8% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   52H5                            Tape Pos. 494-494
---------------                            Format: I1

F2C52H5    SC BD, DECIDE HOW SCHOOL FUNDS SPENT

How much influence does the school board or council have on
deciding how school funds will be spent?

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
NO INFLUENCE..................     0      2037   12.5%   14.6%
SOME INFLUENCE................     1      4713   28.9%   33.4%
MAJOR INFLUENCE...............     2      7790   47.8%   52.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MISSING....................     8      1447    8.9% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   52H6                            Tape Pos. 495-495
---------------                            Format: I1

F2C52H6    SC DIST, DECIDE HOW SCHOOL FUNDS SPENT

How much influence does the school district office have on
deciding how school funds will be spent?

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
NO INFLUENCE..................     0      2403   14.7%   13.3%
SOME INFLUENCE................     1      4100   25.1%   30.8%
MAJOR INFLUENCE...............     2      7860   48.2%   55.9%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MULTIPLE RESPONSE..........     6        22    0.1% (MISS)
   MISSING....................     8      1602    9.8% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   53
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During the past three years, which of the following changes
have occurred at your school?
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Question   53A                             Tape Pos. 496-496
--------------                             Format: I1

F2C53A     NEW PROCEDURES FOR MAKING SCHL POLICIES

New procedures for making school policies were established
in the past three years

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
YES...........................     1      7663   47.0%   56.0%
NO............................     2      6794   41.7%   44.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MISSING....................     8      1530    9.4% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   53B                             Tape Pos. 497-497
--------------                             Format: I1

F2C53B     MAJOR NEW CURRICULUM PROGRAMS ESTABLISHD

Major new curriculum programs were established in the past
three years

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
YES...........................     1     10607   65.0%   72.9%
NO............................     2      3885   23.8%   27.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MISSING....................     8      1495    9.2% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   53C                             Tape Pos. 498-498
--------------                             Format: I1

F2C53C     GROUPING STUDENTS BY ABILITY CHANGED

Policies and practices regarding tracking or grouping
students by ability were changed in the past three years

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
YES...........................     1      6427   39.4%   46.8%
NO............................     2      7959   48.8%   53.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MISSING....................     8      1601    9.8% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   53D                             Tape Pos. 499-499
--------------                             Format: I1

F2C53D     SCHL-WIDE CHANGES IN INSTRUCTIONAL METHD

School-wide changes were made in instructional methods in
the past three years,

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
YES...........................     1      6009   36.8%   43.2%
NO............................     2      8402   51.5%   56.8%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MISSING....................     8      1576    9.7% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   53E                             Tape Pos. 500-500
--------------                             Format: I1

F2C53E     NEW STAFFING ROLES FOR TEACHING/SUPERVS

New staffing categories or roles for teaching and
supervising staff were instituted in the past three years

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
YES...........................     1      5191   31.8%   35.8%
NO............................     2      9292   57.0%   64.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MISSING....................     8      1504    9.2% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question   53F                             Tape Pos. 501-501
--------------                             Format: I1

F2C53F     INTERDISCIPLINARY TEACHR TEAMS ESTABLSHD

Interdisciplinary teacher teams were established in the
past three years

                                                       PER-   WGTD
    RESPONSE                  CODES       FREQ   CENT    PCT
   ----------               ---------    -----   -----   -----
YES...........................     1      5264   32.3%   35.6%
NO............................     2      9153   56.3%   64.4%
 RESERVED CODES:
   NO SCHOOL QUEX.............             324    2.0% (MISS)
   MULTIPLE RESPONSE..........     6         1    0.0% (MISS)
   MISSING....................     8      1539    9.4% (MISS)
                                         -----   -----   -----
 TOTALS:                                 16311  100.0% 100.0%
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Question 53G

Tape Pos. 502-502
Format: I1

F2C53G NEW PROCEDURES FOR ASSESMENT OF STUDENTS

New school-wide procedures for assessment of students were established in the past three years

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
YES	1	4666	28.6%	33.2%
NO	2	9715	59.6%	66.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1606	9.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 54

What percentage of parents of 12th graders in your school are involved in the following areas on their 12th graders' behalf? Please give your best estimate.

Question 54A

Tape Pos. 503-504
Format: I2

F2C54A PCT. PARENTS VOLUNTEER TIME IN CLASSROOM

What percentage of parents of 12th graders in your school are volunteering time to help in classrooms or other school areas?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	10811	66.3%	76.8%
11-24%	02	2172	13.3%	14.9%
25-49%	03	705	4.3%	4.0%
50-74%	04	326	2.0%	1.5%
75-100%	05	138	0.8%	1.0%
DON'T KNOW	06	266	1.6%	1.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	1569	9.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 54B

Tape Pos. 505-506
Format: I2

F2C54B PCT. PARENTS ATTEND COLL FINANC AID PRGM

What percentage of parents of 12th graders in your school are attending programs on financial aid for colleges, universities, or vocational/technical schools?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	2430	14.9%	16.5%
11-24%	02	4380	26.9%	31.0%
25-49%	03	4181	25.6%	30.2%
50-74%	04	2279	14.0%	15.1%
75-100%	05	933	5.7%	6.6%
DON'T KNOW	06	147	0.9%	0.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	22	0.1%	(MISS)
MISSING	98	1615	9.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 54C

Tape Pos. 507-508
Format: I2

F2C54C PCT. PARENTS ATTD PRGM ON ED OPPORTUNITS

What percentage of parents of 12th graders in your school are attending programs on educational opportunities after completing high school?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	4744	29.1%	32.4%
11-24%	02	3208	19.7%	24.8%
25-49%	03	2693	16.5%	20.6%
50-74%	04	1504	9.2%	10.4%
75-100%	05	1218	7.5%	5.9%
DON'T KNOW	06	925	5.7%	5.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	41	0.3%	(MISS)
MISSING	98	1654	10.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 54D

Tape Pos. 509-510
Format: I2

F2C54D PCT. PARENTS ATTD PRGM ON CAREER OPPORTN

What percentage of parents of 12th graders in your school are attending programs on employment and career opportunities?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	7363	45.1%	49.4%
11-24%	02	2949	18.1%	21.9%
25-49%	03	1596	9.8%	12.8%
50-74%	04	747	4.6%	5.3%
75-100%	05	363	2.2%	2.2%
DON'T KNOW	06	1251	7.7%	8.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	41	0.3%	(MISS)
MISSING	98	1677	10.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 54E

Tape Pos. 511-512
Format: I2

F2C54E PCT. PARENTS ASK INFO ON HELP FOR HOMWRK

What percentage of parents of 12th graders in your school are soliciting information from academic subject teachers on how to help their students at home on specific skills or homework?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	4676	28.7%	32.1%
11-24%	02	4474	27.4%	32.3%
25-49%	03	3069	18.8%	20.6%
50-74%	04	1282	7.9%	9.6%
75-100%	05	548	3.4%	3.4%
DON'T KNOW	06	328	2.0%	2.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	2	0.0%	(MISS)
MISSING	98	1608	9.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 54F

Tape Pos. 513-514
Format: I2

F2C54F PCT. PARENTS JOIN PTA OR OTHR PARENT ORG

What percentage of parents of 12th graders in your school are joining the PTA, PTO or other parent organizations during the current school year?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
0-10%	01	6573	40.3%	45.9%
11-24%	02	3530	21.6%	26.6%
25-49%	03	2050	12.6%	13.7%
50-74%	04	895	5.5%	7.0%
75-100%	05	688	4.2%	2.7%
DON'T KNOW	06	615	3.8%	4.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	1635	10.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question   54G                                 Tape Pos. 515-516
--------------                                 Format: I2

F2C54G     PCT. PARENTS PARTICIPATE IN PTA MEETINGS

What percentage of parents of 12th graders in your school
are participating at PTA/PTO meetings or events during the
current school year?

                                                        PER-    WGTD
    RESPONSE                     CODES     FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
0-10%.........................       01     7633    46.8%   53.6%
11-24%........................       02     3465    21.2%   24.5%
25-49%........................       03     1453     8.9%   10.3%
50-74%........................       04      830     5.1%    5.9%
75-100%.......................       05      304     1.9%    1.3%
DON'T KNOW....................       06      633     3.9%    4.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0% (MISS)
   MULTIPLE RESPONSE..........       96       42     0.3% (MISS)
   MISSING....................       98     1627    10.0% (MISS)
                                           -----    -----   -----
 TOTALS:                                   16311   100.0%  100.0%
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Question   54H                                 Tape Pos. 517-518
--------------                                 Format: I2

F2C54H     PCT. PARENTS ATTEND PRNT/TEACHR CONF

What percentage of parents of 12th graders in your school
are attending parent-teacher conferences with most of their
teenagers' current teachers?

                                                        PER-    WGTD
    RESPONSE                     CODES     FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
0-10%.........................       01     3619    22.2%   24.4%
11-24%........................       02     3924    24.1%   28.5%
25-49%........................       03     3078    18.9%   22.9%
50-74%........................       04     2229    13.7%   14.7%
75-100%.......................       05     1298     8.0%    8.3%
DON'T KNOW....................       06      220     1.3%    1.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0% (MISS)
   MISSING....................       98     1619     9.9% (MISS)
                                           -----    -----   -----
 TOTALS:                                   16311   100.0%  100.0%
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Question   55                                  Tape Pos. 519-521
-------------                                  Format: I3

F2C55      PCT. OF PARENTS MET WITH ADMIN STAFF

Since the beginning of the current school year, what
percentage of 12th grade students' parents have you or your
administrative staff met with individually to discuss their
child's behavior or academic performance?  Please give your
best estimate.

                                                        PER-    WGTD
    RESPONSE                     CODES     FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
                                     000      107     0.7%    0.9%
                                     001      294     1.8%    1.7%
                                     002      323     2.0%    2.3%
                                     003      301     1.8%    2.3%
                                     004      137     0.8%    0.6%
                                     005      918     5.6%    6.2%
                                     006       66     0.4%    0.4%
                                     007      116     0.7%    0.8%
                                     008      200     1.2%    1.3%
                                     009       88     0.5%    0.3%
                                     010     2279    14.0%   16.4%
                                     011       38     0.2%    0.3%
                                     012      194     1.2%    1.4%
                                     013       14     0.1%    0.1%
                                     014       30     0.2%    0.2%
                                     015     1170     7.2%    8.8%
                                     016        4     0.0%    0.1%
                                     017       11     0.1%    0.1%
                                     018      103     0.6%    0.7%
                                     020     1564     9.6%   11.9%
                                     021       10     0.1%    0.1%
                                     022       10     0.1%    0.1%
                                     023       47     0.3%    0.4%
                                     024       33     0.2%    0.2%
                                     025     1302     8.0%   10.0%
                                     026       24     0.1%    0.2%
                                     027       68     0.4%    0.4%
                                     028       19     0.1%    0.2%
                                     030      864     5.3%    7.5%
                                     032       14     0.1%    0.1%
                                     033      114     0.7%    0.6%
                                     034       18     0.1%    0.1%
                                     035      205     1.3%    2.1%
                                     038       10     0.1%    0.1%
                                     040      457     2.8%    3.4%
                                     044       27     0.2%    0.2%
                                     045       58     0.4%    0.4%
                                     047       18     0.1%    0.1%
                                     048       18     0.1%    0.1%
                                     049       20     0.1%    0.1%
                                     050      683     4.2%    5.0%
                                     051        4     0.0%    0.0%
                                     055      141     0.9%    1.8%
                                     057        3     0.0%    0.1%
                                     059        4     0.0%    0.1%
                                     060      313     1.9%    1.9%
                                     065       96     0.6%    0.5%
                                     070      208     1.3%    1.5%
                                     075      250     1.5%    1.2%
                                     077        8     0.0%    0.1%
                                     078       16     0.1%    0.1%
                                     080      186     1.1%    1.2%
                                     085       33     0.2%    0.1%
                                     089        1     0.0%    0.2%
                                     090      146     0.9%    0.6%
                                     095       79     0.5%    0.9%
                                     099        6     0.0%    0.0%
                                     100      256     1.6%    1.8%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0% (MISS)
   MISSING....................      998     2261    13.9% (MISS)
                                           -----    -----   -----
 TOTALS:                                   16311   100.0%  100.0%
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Question   56
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Indicate how accurately each of the characteristics listed
below describes your school.
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Question   56A                                 Tape Pos. 522-522
--------------                                 Format: I1

F2C56A     DISCIPLINE EMPHASIZED AT THIS SCHOOL

Discipline is emphasized at this school

                                                        PER-    WGTD
    RESPONSE                     CODES     FREQ     CENT    PCT
   ----------                  ---------   -----    -----   -----
NOT ACCURATELY AT ALL.........        1      240     1.5%    1.2%
SOMEWHAT ACCURATELY...........        2     2617    16.0%   17.1%
VERY ACCURATELY...............        3    11836    72.6%   81.7%
 RESERVED CODES:
   NO SCHOOL QUEX.............              324     2.0% (MISS)
   MULTIPLE RESPONSE..........        6       20     0.1% (MISS)
   MISSING....................        8     1274     7.8% (MISS)
                                           -----    -----   -----
 TOTALS:                                   16311   100.0%  100.0%
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Question   56B
--------------                              Tape Pos. 523-523
                                            Format: I1

F2C56B     STUDENTS PLACE HIGH PRIORITY ON LEARNING

Students place a high priority on learning

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1      417    2.6%   3.0%
SOMEWHAT ACCURATELY...........        2     8239   50.5%  57.8%
VERY ACCURATELY...............        3     6057   37.1%  39.2%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1274    7.8% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56C
--------------                              Tape Pos. 524-524
                                            Format: I1

F2C56C     CLASSROOM ACTIVITIES HIGHLY STRUCTURED

Classroom activities are highly structured

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1      190    1.2%   1.0%
SOMEWHAT ACCURATELY...........        2     7888   48.4%  55.0%
VERY ACCURATELY...............        3     6635   40.7%  44.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1274    7.8% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56D
--------------                              Tape Pos. 525-525
                                            Format: I1

F2C56D     TEACHERS ENCOURAGE ACADEMIC ACHIEVEMENT

Teachers at this school encourage all students to achieve
academically

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1      300    1.8%   1.9%
SOMEWHAT ACCURATELY...........        2     4614   28.3%  33.5%
VERY ACCURATELY...............        3     9763   59.9%  64.6%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MULTIPLE RESPONSE..........        6       23    0.1% (MISS)
   MISSING....................        8     1287    7.9% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56E
--------------                              Tape Pos. 526-526
                                            Format: I1

F2C56E     TCHRS HAVE NEGATIVE ATTITUDE ABOUT STUDS

Teachers have a negative attitude about students

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1    10893   66.8%  73.4%
SOMEWHAT ACCURATELY...........        2     3377   20.7%  23.8%
VERY ACCURATELY...............        3      421    2.6%   2.9%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1296    7.9% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56F
--------------                              Tape Pos. 527-527
                                            Format: I1

F2C56F     ALL STUDENTS EXPECTED TO DO HOMEWORK

All students are expected to do homework

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1      627    3.8%   3.7%
SOMEWHAT ACCURATELY...........        2     6172   37.8%  44.9%
VERY ACCURATELY...............        3     7894   48.4%  51.4%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1294    7.9% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56G
--------------                              Tape Pos. 528-528
                                            Format: I1

F2C56G     TEACHER MORALE IS HIGH

Teacher morale is high

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1      748    4.6%   5.0%
SOMEWHAT ACCURATELY...........        2     8564   52.5%  59.2%
VERY ACCURATELY...............        3     5397   33.1%  35.8%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1278    7.8% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56H
--------------                              Tape Pos. 529-529
                                            Format: I1

F2C56H     STUDENT MORALE IS HIGH

Student morale is high

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1      354    2.2%   2.3%
SOMEWHAT ACCURATELY...........        2     8049   49.3%  54.2%
VERY ACCURATELY...............        3     6306   38.7%  43.5%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1278    7.8% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56I
--------------                              Tape Pos. 530-530
                                            Format: I1

F2C56I     TEACHERS FIND MOTIVATING STUDS DIFFICULT

Teachers find it difficult to motivate students

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1     3333   20.4%  18.2%
SOMEWHAT ACCURATELY...........        2     9361   57.4%  68.8%
VERY ACCURATELY...............        3     1999   12.3%  13.0%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1294    7.9% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56J
--------------                              Tape Pos. 531-531
                                            Format: I1

F2C56J     THE SCHOOL EMPHASIZES SPORTS

The school emphasizes sports

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1     1732   10.6%  13.8%
SOMEWHAT ACCURATELY...........        2     7996   49.0%  53.2%
VERY ACCURATELY...............        3     4960   30.4%  33.1%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MISSING....................        8     1299    8.0% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question   56K
--------------                              Tape Pos. 532-532
                                            Format: I1

F2C56K     STUDENTS ENCOURAGED TO COMPETE FOR GRADE

Students are encouraged to compete for grades

                                                          PER-   WGTD
     RESPONSE                    CODES       FREQ   CENT   PCT
    ----------                  --------    -----  -----  -----
NOT ACCURATELY AT ALL.........        1     2379   14.6%  15.8%
SOMEWHAT ACCURATELY...........        2     8520   52.2%  57.9%
VERY ACCURATELY...............        3     3794   23.3%  26.3%
 RESERVED CODES:
   NO SCHOOL QUEX.............               324    2.0% (MISS)
   MULTIPLE RESPONSE..........        6       16    0.1% (MISS)
   MISSING....................        8     1278    7.8% (MISS)
                                            -----  -----  -----
 TOTALS:                                    16311 100.0% 100.0%
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Question 56L

Tape Pos. 533-533
Format: I1

F2C56L TCHRS ENCOURAGE STUDS TO ENROLL IN CLASS

Counselors and teachers encourage students to enroll in academic classes

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATELY AT ALL..........	1	192	1.2%	1.3%
SOMEWHAT ACCURATELY...........	2	3339	20.5%	25.2%
VERY ACCURATELY...............	3	11161	68.4%	73.5%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1295	7.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 56M

Tape Pos. 534-534
Format: I1

F2C56M THERE IS CONFLICT BETWEEN TCHRS/ADMIN

There is conflict between teachers and administrators

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NOT ACCURATELY AT ALL..........	1	11152	68.4%	76.2%
SOMEWHAT ACCURATELY...........	2	3245	19.9%	21.7%
VERY ACCURATELY...............	3	311	1.9%	2.0%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1279	7.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57

Indicate the degree to which each of the following is a problem with students in your school.

Question 57A

Tape Pos. 535-535
Format: I1

F2C57A SCHOOL PROBLEM - TARDINESS

Indicate the degree to which tardiness is a problem with students at your school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM...............	1	2012	12.3%	15.3%
MODERATE PROBLEM..............	2	5587	34.3%	38.6%
MINOR PROBLEM.................	3	5688	34.9%	39.0%
NOT A PROBLEM.................	4	1291	7.9%	7.1%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1409	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57B

Tape Pos. 536-536
Format: I1

F2C57B SCHOOL PROBLEM - ABSENTEEISM

Indicate the degree to which absenteeism is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM...............	1	1646	10.1%	12.4%
MODERATE PROBLEM..............	2	4754	29.1%	33.6%
MINOR PROBLEM.................	3	6169	37.8%	42.2%
NOT A PROBLEM.................	4	1970	12.1%	11.8%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MULTIPLE RESPONSE..........	6	12	0.1%	(MISS)
MISSING....................	8	1436	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57C

Tape Pos. 537-537
Format: I1

F2C57C SCHOOL PROBLEM - CLASS CUTTING

Indicate the degree to which class cutting is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM...............	1	721	4.4%	5.4%
MODERATE PROBLEM..............	2	3109	19.1%	22.6%
MINOR PROBLEM.................	3	7116	43.6%	50.1%
NOT A PROBLEM.................	4	3586	22.0%	21.9%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MULTIPLE RESPONSE..........	6	26	0.2%	(MISS)
MISSING....................	8	1429	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57D

Tape Pos. 538-538
Format: I1

F2C57D SCHOOL PROBLEM - PHYSICAL CONFLICTS

Indicate the degree to which physical conflicts among students is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM...............	1	215	1.3%	1.7%
MODERATE PROBLEM..............	2	1474	9.0%	11.1%
MINOR PROBLEM.................	3	7665	47.0%	53.4%
NOT A PROBLEM.................	4	5216	32.0%	33.7%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1417	8.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57E

Tape Pos. 539-539
Format: I1

F2C57E SCHOOL PROBLEM - GANG ACTIVITY

Indicate the degree to which gang activity is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM...............	1	134	0.8%	0.8%
MODERATE PROBLEM..............	2	771	4.7%	5.4%
MINOR PROBLEM.................	3	3091	19.0%	20.5%
NOT A PROBLEM.................	4	10586	64.9%	73.3%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1405	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57F

Tape Pos. 540-540
Format: I1

F2C57F SCHOOL PROBLEM - ROBBERY OR THEFT

Indicate the degree to which robbery or theft is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM...............	1	100	0.6%	0.6%
MODERATE PROBLEM..............	2	1545	9.5%	10.2%
MINOR PROBLEM.................	3	8419	51.6%	56.8%
NOT A PROBLEM.................	4	4477	27.4%	32.3%
RESERVED CODES:				
NO SCHOOL QUEX.............		324	2.0%	(MISS)
MISSING....................	8	1446	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 57G

Tape Pos. 541-541
Format: I1

F2C57G SCHOOL PROBLEM - VANDALISM

Indicate the degree to which vandalism is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	103	0.6%	0.6%
MODERATE PROBLEM	2	915	5.6%	6.8%
MINOR PROBLEM	3	8024	49.2%	54.0%
NOT A PROBLEM	4	5510	33.8%	38.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1435	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57H

Tape Pos. 542-542
Format: I1

F2C57H SCHOOL PROBLEM - USE OF ALCOHOL

Indicate the degree to which use of alcohol is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	1398	8.6%	8.6%
MODERATE PROBLEM	2	5060	31.0%	32.6%
MINOR PROBLEM	3	5905	36.2%	42.7%
NOT A PROBLEM	4	2141	13.1%	16.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	65	0.4%	(MISS)
MISSING	8	1418	8.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57I

Tape Pos. 543-543
Format: I1

F2C57I SCHOOL PROBLEM - USE OF ILLEGAL DRUGS

Indicate the degree to which use of illegal drugs is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	306	1.9%	2.0%
MODERATE PROBLEM	2	2573	15.8%	17.2%
MINOR PROBLEM	3	8080	49.5%	56.3%
NOT A PROBLEM	4	3456	21.2%	24.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	96	0.6%	(MISS)
MISSING	8	1476	9.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57J

Tape Pos. 544-544
Format: I1

F2C57J SCHOOL PROBLEM - DRUNK/HIGH AT SCHOOL

Indicate the degree to which students under the influence of drugs/alcohol while at school is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	56	0.3%	0.4%
MODERATE PROBLEM	2	350	2.1%	2.4%
MINOR PROBLEM	3	5292	32.4%	37.9%
NOT A PROBLEM	4	8834	54.2%	59.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	17	0.1%	(MISS)
MISSING	8	1438	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57K

Tape Pos. 545-545
Format: I1

F2C57K SCHOOL PROBLEM - SALE OF DRUGS NEAR SCHL

Indicate the degree to which the sale of drugs on the way to or from school and/or on school grounds is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	110	0.7%	0.9%
MODERATE PROBLEM	2	921	5.6%	6.6%
MINOR PROBLEM	3	6790	41.6%	47.5%
NOT A PROBLEM	4	6551	40.2%	45.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	39	0.2%	(MISS)
MISSING	8	1576	9.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57L

Tape Pos. 546-546
Format: I1

F2C57L SCHOOL PROBLEM - POSSESSION OF WEAPONS

Indicate the degree to which possession of weapons is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	30	0.2%	0.3%
MODERATE PROBLEM	2	438	2.7%	3.2%
MINOR PROBLEM	3	4384	26.9%	30.9%
NOT A PROBLEM	4	9728	59.6%	65.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	2	0.0%	(MISS)
MISSING	8	1405	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57M

Tape Pos. 547-547
Format: I1

F2C57M SCHOOL PROBLEM - PHYSICAL ABUSE OF TCHRS

Indicate the degree to which physical abuse of teachers is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	15	0.1%	0.1%
MODERATE PROBLEM	2	16	0.1%	0.1%
MINOR PROBLEM	3	918	5.6%	7.5%
NOT A PROBLEM	4	13634	83.6%	92.2%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1404	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57N

Tape Pos. 548-548
Format: I1

F2C57N SCHOOL PROBLEM - VERBAL ABUSE OF TEACHRS

Indicate the degree to which verbal abuse of teachers is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	56	0.3%	0.4%
MODERATE PROBLEM	2	907	5.6%	6.3%
MINOR PROBLEM	3	6891	42.2%	48.6%
NOT A PROBLEM	4	6676	40.9%	44.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	20	0.1%	(MISS)
MISSING	8	1437	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57O

Tape Pos. 549-549
Format: I1

F2C57O SCHOOL PROBLEM - RACIAL/ETHNIC CONFLICT

Indicate the degree to which racial/ethnic conflict among students is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	69	0.4%	0.4%
MODERATE PROBLEM	2	659	4.0%	4.7%
MINOR PROBLEM	3	5504	33.7%	37.6%
NOT A PROBLEM	4	8334	51.1%	57.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	17	0.1%	(MISS)
MISSING	8	1404	8.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 57P

Tape Pos. 550-550
Format: I1

F2C57P SCHOOL PROBLEM - TEEN PREGNANCY

Indicate the degree to which teen pregnancy is a problem with students at your school

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SERIOUS PROBLEM	1	1280	7.8%	9.7%
MODERATE PROBLEM	2	3861	23.7%	27.3%
MINOR PROBLEM	3	6557	40.2%	46.9%
NOT A PROBLEM	4	2835	17.4%	16.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	15	0.1%	(MISS)
MISSING	8	1439	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58

Indicate the extent to which each of the following factors influence students to drop out of your school?

Question 58A

Tape Pos. 551-551
Format: I1

F2C58A FAMILY PROBLEMS-INFLUENCE STU TO DROPOUT

Do students drop out of your school because of family problems?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1120	6.9%	5.9%
SOME INFLUENCE	2	6431	39.4%	45.1%
MAJOR INFLUENCE	3	6599	40.5%	49.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1837	11.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58B

Tape Pos. 552-552
Format: I1

F2C58B GANG ACTIVITY-INFLUENCES STU TO DROPOUT

Do students drop out of your school because of gang activity?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	11814	72.4%	83.7%
SOME INFLUENCE	2	2055	12.6%	13.7%
MAJOR INFLUENCE	3	339	2.1%	2.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	7	0.0%	(MISS)
MISSING	8	1772	10.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58C

Tape Pos. 553-553
Format: I1

F2C58C TEEN PREGNANCY-INFLUENCES STU TO DROPOUT

Do students drop out of your school because of teen pregnancy?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	3550	21.8%	21.8%
SOME INFLUENCE	2	8280	50.8%	60.9%
MAJOR INFLUENCE	3	2421	14.8%	17.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1736	10.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58D

Tape Pos. 554-554
Format: I1

F2C58D NEED TO SUPPORT FAM-INFLUENCES STU TO DO

Do students drop out of your school because they need to support family/self?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	4212	25.8%	26.7%
SOME INFLUENCE	2	8103	49.7%	59.2%
MAJOR INFLUENCE	3	1856	11.4%	14.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1816	11.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58E

Tape Pos. 555-555
Format: I1

F2C58E PEER PRESSURE-INFLUENCES STU TO DROPOUT

Do students drop out of your school because of peer pressure?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	6409	39.3%	44.3%
SOME INFLUENCE	2	7106	43.6%	50.3%
MAJOR INFLUENCE	3	736	4.5%	5.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1736	10.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58F

Tape Pos. 556-556
Format: I1

F2C58F ILLNESS-INFLUENCES STUDENT TO DROPOUT

Do students drop out of your school because of illness?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	9334	57.2%	63.7%
SOME INFLUENCE	2	4862	29.8%	36.0%
MAJOR INFLUENCE	3	43	0.3%	0.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1748	10.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58G

Tape Pos. 557-557
Format: I1

F2C58G DRUG/ALCOHOL PROBLEM-INFLUENCE STU TO DO

Do students drop out of your school because of drug/alcohol problems?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	4540	27.8%	31.7%
SOME INFLUENCE	2	8585	52.6%	60.6%
MAJOR INFLUENCE	3	1128	6.9%	7.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1734	10.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question 58H

Tape Pos. 558-558
Format: I1

F2C58H POOR ACADMC PRFRMNC-INFLUENCES STU TO DO

Do students drop out of your school because of poor academic performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1039	6.4%	7.2%
SOME INFLUENCE	2	6234	38.2%	44.4%
MAJOR INFLUENCE	3	7020	43.0%	48.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1694	10.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58I

Tape Pos. 559-559
Format: I1

F2C58I LEARNING DISINTERST-INFLUENCES STU TO DO

Do students drop out of your school because of lack of interest in learning?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1252	7.7%	6.6%
SOME INFLUENCE	2	6384	39.1%	46.5%
MAJOR INFLUENCE	3	6636	40.7%	46.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1714	10.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58J

Tape Pos. 560-560
Format: I1

F2C58J LACK OF SUPPORT-INFLUENCES STU TO DRPOUT

Do students drop out of your school because of lack of parental support?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	1946	11.9%	10.6%
SOME INFLUENCE	2	6617	40.6%	48.9%
MAJOR INFLUENCE	3	5697	34.9%	40.5%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1727	10.6%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58K

Tape Pos. 561-561
Format: I1

F2C58K LOW TCHR EXPECTATNS-INFLUENCES STU TO DO

Do students drop out of your school because of low teacher expectations for student performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	9712	59.5%	67.3%
SOME INFLUENCE	2	4188	25.7%	30.7%
MAJOR INFLUENCE	3	340	2.1%	2.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1747	10.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58L

Tape Pos. 562-562
Format: I1

F2C58L LOW STU EXPECTATIONS-INFLUENCE STU TO DO

Do students drop out of your school because of low student expectations of payoff for education?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	4074	25.0%	26.2%
SOME INFLUENCE	2	7552	46.3%	56.2%
MAJOR INFLUENCE	3	2576	15.8%	17.6%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1785	10.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58M

Tape Pos. 563-563
Format: I1

F2C58M MINIMUM COMP REQUIRMNT-INFLNCE STU TO DO

Do students drop out of your school because of minimum competency requirements?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	9597	58.8%	66.5%
SOME INFLUENCE	2	4257	26.1%	31.5%
MAJOR INFLUENCE	3	301	1.8%	2.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1832	11.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58N

Tape Pos. 564-564
Format: I1

F2C58N RIGOROUS ACAD STANDRDS-INFLNCE STU TO DO

Do students drop out of your school because of rigorous academic standards?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	5681	34.8%	41.5%
SOME INFLUENCE	2	7512	46.1%	52.6%
MAJOR INFLUENCE	3	1009	6.2%	5.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	10	0.1%	(MISS)
MISSING	8	1775	10.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 58O

Tape Pos. 565-565
Format: I1

F2C58O OTHER FACTORS-INFLUENCE STU TO DROPOUT

Do students drop out of your school because of other factors?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	3930	24.1%	62.2%
SOME INFLUENCE	2	2046	12.5%	33.5%
MAJOR INFLUENCE	3	323	2.0%	4.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	9688	59.4%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: Nonresponse for this item exceeds the NCES standard. Due to potential nonresponse bias, users should exercise caution when choosing this variable for analysis.

Question 59

How much influence do you as a principal have over . . .

Question 59A

Tape Pos. 566-566
Format: I1

F2C59A PRINCIPAL INFLUENCE ON HIRING TEACHERS

How much influence does principal have over hiring teachers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	237	1.5%	1.7%
SOME INFLUENCE	2	1969	12.1%	15.2%
MAJOR INFLUENCE	3	12325	75.6%	83.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1456	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 59B

Tape Pos. 567-567
Format: I1

F2C59B PRINCIPAL INFLUENCE ON HIRING CUSTODIANS

How much influence does principal have over hiring custodians/building engineers?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	2918	17.9%	19.7%
SOME INFLUENCE	2	4941	30.3%	33.6%
MAJOR INFLUENCE	3	6703	41.1%	46.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1425	8.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 59C

Tape Pos. 568-568
Format: I1

F2C59C INFLUENCE ON DISMISSING SCHOOL PERSONNEL

How much influence does principal have over dismissing school personnel?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	317	1.9%	2.5%
SOME INFLUENCE	2	4433	27.2%	30.4%
MAJOR INFLUENCE	3	9782	60.0%	67.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1455	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 59D

Tape Pos. 569-569
Format: I1

F2C59D INFLUENCE SETTING TCHR PERFMNC STANDARDS

How much influence does principal have over setting teacher performance standards?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	407	2.5%	3.0%
SOME INFLUENCE	2	4449	27.3%	31.4%
MAJOR INFLUENCE	3	9657	59.2%	65.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	21	0.1%	(MISS)
MISSING	8	1458	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 59E

Tape Pos. 570-570
Format: I1

F2C59E INFLUENCE ON INSTRUCTIONAL PRACTICES

How much influence does principal have over influencing instructional practices?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	95	0.6%	0.5%
SOME INFLUENCE	2	4554	27.9%	30.7%
MAJOR INFLUENCE	3	9862	60.5%	68.8%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	17	0.1%	(MISS)
MISSING	8	1459	8.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 59F

Tape Pos. 571-571
Format: I1

F2C59F INFLUENCE ESTABLISHING HOMEWORK POLICIES

How much influence does principal have over establishing homework policies?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	504	3.1%	3.4%
SOME INFLUENCE	2	7933	48.6%	55.2%
MAJOR INFLUENCE	3	6109	37.5%	41.4%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1441	8.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 59G

Tape Pos. 572-572
Format: I1

F2C59G INFLUENCE ON CREATING NEW PROGRAMS

How much influence does principal have over creating new programs (such as dropout and drug prevention programs)?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	249	1.5%	1.4%
SOME INFLUENCE	2	5344	32.8%	38.0%
MAJOR INFLUENCE	3	8916	54.7%	60.7%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1478	9.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 59H

Tape Pos. 573-573
Format: I1

F2C59H INFLUENCE ON PURCHASING SCHOOL SUPPLIES

How much influence does principal have over purchasing school supplies or equipment?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	279	1.7%	1.5%
SOME INFLUENCE	2	4673	28.6%	29.7%
MAJOR INFLUENCE	3	9608	58.9%	68.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1427	8.7%	(MISS)
TOTALS:		16311	100.0%	100.0%

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Question   59I                            Tape Pos. 574-574
--------------                            Format: I1

F2C59I     INFLUENCE ON APPROVING TEACHER BONUSES

How much influence does principal have over approving
teacher bonuses?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NO INFLUENCE...................         1     9683   59.4%  76.5%
SOME INFLUENCE.................         2     1491    9.1%   9.6%
MAJOR INFLUENCE................         3     2219   13.6%  13.9%
 RESERVED CODES:
   NO SCHOOL QUEX..............               324    2.0% (MISS)
   MISSING.....................         8     2594   15.9% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60
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How would you characterize your school's relationship with
each of the following individuals or groups?
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Question   60A                            Tape Pos. 575-575
--------------                            Format: I1

F2C60A     SCHOOL'S RELATIONSHIP WITH PARENTS

How would you characterize your school's relationship with
parents?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NOT COOPERATIVE................         1       46    0.3%   0.2%
SOMEWHAT COOPERATIVE...........         2      864    5.3%   6.9%
COOPERATIVE....................         3     7044   43.2%  48.0%
VERY COOPERATIVE...............         4     6621   40.6%  44.9%
 RESERVED CODES:
   NO SCHOOL QUEX..............                324    2.0% (MISS)
   MULTIPLE RESPONSE...........         6       14    0.1% (MISS)
   MISSING.....................         8     1398    8.6% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60B                            Tape Pos. 576-576
--------------                            Format: I1

F2C60B     SCHOOL'S RELATIONSHP WITH SUPERINTENDENT

How would you characterize your school's relationship with
superintendent?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NOT COOPERATIVE................         1       61    0.4%   0.5%
SOMEWHAT COOPERATIVE...........         2      863    5.3%   6.4%
COOPERATIVE....................         3     3972   24.4%  27.2%
VERY COOPERATIVE...............         4     8526   52.3%  65.9%
 RESERVED CODES:
   NO SCHOOL QUEX..............                324    2.0% (MISS)
   MISSING.....................         8     2565   15.7% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60C                            Tape Pos. 577-577
--------------                            Format: I1

F2C60C     SCHOOL'S RELATIONSHIP WITH SCHOOL BOARD

How would you characterize your school's relationship with
school board or governing board?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NOT COOPERATIVE................         1      101    0.6%   0.9%
SOMEWHAT COOPERATIVE...........         2     1440    8.8%  11.2%
COOPERATIVE....................         3     5235   32.1%  35.2%
VERY COOPERATIVE...............         4     7561   46.4%  52.8%
 RESERVED CODES:
   NO SCHOOL QUEX..............                324    2.0% (MISS)
   MISSING.....................         8     1650   10.1% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60D                            Tape Pos. 578-578
--------------                            Format: I1

F2C60D     SCHOOL'S RELATIONSHP WITH CENTRAL OFFICE

How would you characterize your school's relationship with
central office administrators?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NOT COOPERATIVE................         1       29    0.2%   0.1%
SOMEWHAT COOPERATIVE...........         2     1045    6.4%   7.7%
COOPERATIVE....................         3     5047   30.9%  37.2%
VERY COOPERATIVE...............         4     7228   44.3%  55.0%
 RESERVED CODES:
   NO SCHOOL QUEX..............                324    2.0% (MISS)
   MISSING.....................         8     2638   16.2% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60E                            Tape Pos. 579-579
--------------                            Format: I1

F2C60E     SCHOOL'S RELATIONSHP WITH TEACHRS' UNION

How would you characterize your school's relationship with
teachers' association or union?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NOT COOPERATIVE................         1      259    1.6%   2.0%
SOMEWHAT COOPERATIVE...........         2     1841   11.3%  14.2%
COOPERATIVE....................         3     7047   43.2%  53.2%
VERY COOPERATIVE...............         4     3926   24.1%  30.7%
 RESERVED CODES:
   NO SCHOOL QUEX..............                324    2.0% (MISS)
   MISSING.....................         8     2914   17.9% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60F                            Tape Pos. 580-580
--------------                            Format: I1

F2C60F     SCHOOL'S RELATIONSHIP WITH THE COMMUNITY

How would you characterize your school's relationship with
the community?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NOT COOPERATIVE................         1       39    0.2%   0.4%
SOMEWHAT COOPERATIVE...........         2     1098    6.7%   7.4%
COOPERATIVE....................         3     7311   44.8%  48.2%
VERY COOPERATIVE...............         4     6051   37.1%  44.1%
 RESERVED CODES:
   NO SCHOOL QUEX..............                324    2.0% (MISS)
   MISSING.....................         8     1488    9.1% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60G                            Tape Pos. 581-581
--------------                            Format: I1

F2C60G     SCHOOL'S RELATIONSHP WITH LOCAL BUSINESS

How would you characterize your school's relationship with
local business?

                                                      PER-   WGTD
     RESPONSE                     CODES       FREQ    CENT   PCT
    ----------                  ---------    -----   -----  -----
NOT COOPERATIVE................         1      136    0.8%   0.5%
SOMEWHAT COOPERATIVE...........         2     2065   12.7%  14.4%
COOPERATIVE....................         3     6710   41.1%  45.3%
VERY COOPERATIVE...............         4     5474   33.6%  39.8%
 RESERVED CODES:
   NO SCHOOL QUEX..............                324    2.0% (MISS)
   MISSING.....................         8     1602    9.8% (MISS)
                                             -----   -----  -----
 TOTALS:                                     16311  100.0% 100.0%
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Question   60H                                 Tape Pos. 582-582
--------------                                 Format: I1

F2C60H     SCHOOL'S RELATIONSHIP WITH STUDENTS

How would you characterize your school's relationship with
students?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
NOT COOPERATIVE.................        1       17   0.1%   0.1%
SOMEWHAT COOPERATIVE............        2      493   3.0%   3.5%
COOPERATIVE.....................        3     6457  39.6%  43.4%
VERY COOPERATIVE................        4     7572  46.4%  53.1%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MISSING......................        8     1448   8.9% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
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Question   61
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How often do the following take place at your school?
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Question   61A                                 Tape Pos. 583-583
--------------                                 Format: I1

F2C61A     PARENTS NOTIFIED OF STUDENT ABSENCES

How often are parents notified of a student's absences?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
NEVER...........................        0        1   0.0%   0.0%
SELDOM..........................        1       77   0.5%   0.4%
SOMETIMES.......................        2     1087   6.7%   7.5%
USUALLY.........................        3     4651  28.5%  32.9%
ALWAYS..........................        4     8748  53.6%  59.1%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MISSING......................        8     1423   8.7% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
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Question   61B                                 Tape Pos. 584-584
--------------                                 Format: I1

F2C61B     PARENTS GIVEN INTERIM REPORTS ON GRADES

How often are parents given interim reports during the
grading period?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
NEVER...........................        0       61   0.4%   0.4%
SELDOM..........................        1      138   0.8%   1.2%
SOMETIMES.......................        2     1653  10.1%  10.0%
USUALLY.........................        3     2568  15.7%  18.3%
ALWAYS..........................        4    10155  62.3%  70.1%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MULTIPLE RESPONSE............        6       21   0.1% (MISS)
   MISSING......................        8     1391   8.5% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
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Question   61C                                 Tape Pos. 585-585
--------------                                 Format: I1

F2C61C     PARENT NOTIFIED IF STUDENT SENT TO OFC

How often are parents notified when a student is sent to
the principal's office for disruptive behavior?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
NEVER...........................        0        1   0.0%   0.0%
SELDOM..........................        1      337   2.1%   2.6%
SOMETIMES.......................        2     3592  22.0%  24.7%
USUALLY.........................        3     5991  36.7%  41.1%
ALWAYS..........................        4     4574  28.0%  31.6%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MISSING......................        8     1492   9.1% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
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Question   61D                                 Tape Pos. 586-586
--------------                                 Format: I1

F2C61D     PARENTS REQUEST PARENT'S CONFERENCES

How often are parent conferences scheduled at a parent's
request?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
SELDOM..........................        1       53   0.3%   0.4%
SOMETIMES.......................        2     1205   7.4%   7.8%
USUALLY.........................        3     1534   9.4%   9.9%
ALWAYS..........................        4    11804  72.4%  81.9%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MISSING......................        8     1391   8.5% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
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Question   61E                                 Tape Pos. 587-587
--------------                                 Format: I1

F2C61E     SCHOOL REQUEST PARENT'S CONFERENCES

How often are parent conferences scheduled at school's
request?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
NEVER...........................        0        5   0.0%   0.1%
SELDOM..........................        1       68   0.4%   0.5%
SOMETIMES.......................        2     2219  13.6%  13.8%
USUALLY.........................        3     4175  25.6%  30.6%
ALWAYS..........................        4     8129  49.8%  55.1%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MISSING......................        8     1391   8.5% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
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Question   62
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How much influence do you feel each of following factors
has on how your superiors evaluate your performance?
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Question   62A                                 Tape P [illegible] 588-588
--------------                                 Format  I1

F2C62A     R EVAL ON STU STANDARDIZED TEST SCORES

How much influence do you feel the performance of your
school's students on standardized tests have on how your
superiors evaluate your performance?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
NO INFLUENCE....................        1     2037  12.5%  13.8%
MINOR INFLUENCE.................        2     6964  42.7%  47.5%
GREAT DEAL OF INFLUENCE.........        3     5472  33.5%  38.7%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MULTIPLE RESPONSE............        6       12   0.1% (MISS)
   MISSING......................        8     1502   9.2% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
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Question   62B                                 Tape Pos. 589-589
--------------                                 Format: I1

F2C62B     R EVAL ON A GOOD SCHOOL ENVIRONMENT

How much influence do you feel a good disciplinary
environment in the school has on how your superiors
evaluate your performance?

                                                          PER-   WGTD
     RESPONSE                     CODES      FREQ   CENT   PCT
    ----------                  ---------    -----  -----  -----
NO INFLUENCE....................        1      231   1.4%   1.4%
MINOR INFLUENCE.................        2     2007  12.3%  13.6%
GREAT DEAL OF INFLUENCE.........        3    12230  75.0%  85.0%
 RESERVED CODES:
   NO SCHOOL QUEX...............               324   2.0% (MISS)
   MISSING......................        8     1519   9.3% (MISS)
                                             -----  -----  -----
 TOTALS:                                     16311 100.0% 100.0%
```

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Question 62C

Tape Pos. 590-590
Format: I1

F2C62C R EVAL ON EFFICIENT ADMINISTRATION

How much influence do you feel efficient administration has on how your superiors evaluate your performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	81	0.5%	0.6%
MINOR INFLUENCE	2	1334	8.2%	9.4%
GREAT DEAL OF INFLUENCE	3	13096	80.3%	90.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1476	9.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 62D

Tape Pos. 591-591
Format: I1

F2C62D R EVAL ON PARENT INVOLVEMENT

How much influence do you feel parent involvement has on how your superiors evaluate your performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	836	5.1%	5.4%
MINOR INFLUENCE	2	8306	50.9%	57.7%
GREAT DEAL OF INFLUENCE	3	5289	32.4%	36.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	8	1556	9.5%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 62E

Tape Pos. 592-592
Format: I1

F2C62E R EVAL ON RELATIONSHIPS WITH COMMUNITY

How much influence do you feel relationships with community has on how your superiors evaluate your performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	363	2.2%	2.2%
MINOR INFLUENCE	2	5195	31.8%	33.5%
GREAT DEAL OF INFLUENCE	3	8949	54.9%	64.3%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	1	0.0%	(MISS)
MISSING	8	1479	9.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 62F

Tape Pos. 593-593
Format: I1

F2C62F R EVAL ON IMPLEMENTATION OF NEW PROGRAMS

How much influence do you feel implementation of new programs or reform efforts such as shared decision-making have on how your superiors evaluate your performance?

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NO INFLUENCE	1	544	3.3%	3.2%
MINOR INFLUENCE	2	6482	39.7%	44.9%
GREAT DEAL OF INFLUENCE	3	7423	45.5%	51.9%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	6	19	0.1%	(MISS)
MISSING	8	1519	9.3%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 63

Please provide the information requested below so we can reach you if any clarification of your responses is needed.

Question 63M

Tape Pos. 594-595
Format: I2

F2C63M MONTH INTERVIEW WAS COMPLETED

Date questionnaire was completed - month

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FEBRUARY	02	4418	27.1%	33.8%
MARCH	03	4389	26.9%	30.0%
APRIL	04	2159	13.2%	15.3%
MAY	05	1509	9.3%	10.8%
JUNE	06	1203	7.4%	10.0%
JULY	07	23	0.1%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MULTIPLE RESPONSE	96	1	0.0%	(MISS)
MISSING	98	2285	14.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 63D

Tape Pos. 596-597
Format: I2

F2C63D DAY RESPONDENT COMPLETED INTERVIEW

Date questionnaire was completed - day

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	01	316	1.9%	2.4%
	02	861	5.3%	5.7%
	03	724	4.4%	5.4%
	04	481	2.9%	2.6%
	05	379	2.3%	2.3%
	06	443	2.7%	3.4%
	07	250	1.5%	1.7%
	08	347	2.1%	2.5%
	09	454	2.8%	3.2%
	10	483	3.0%	4.1%
	11	281	1.7%	1.7%
	12	300	1.8%	2.2%
	13	239	1.5%	1.7%
	14	129	0.8%	1.2%
	15	284	1.7%	2.3%
	16	341	2.1%	2.6%
	17	160	1.0%	1.3%
	18	225	1.4%	1.3%
	19	238	1.5%	1.5%
	20	652	4.0%	5.4%
	21	733	4.5%	5.6%
	22	430	2.6%	3.4%
	23	267	1.6%	2.0%
	24	931	5.7%	7.3%
	25	1042	6.4%	7.8%
	26	690	4.2%	7.0%
	27	762	4.7%	4.9%
	28	619	3.8%	4.6%
	29	273	1.7%	1.8%
	30	179	1.1%	0.7%
	31	46	0.3%	0.1%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
MISSING	98	2428	14.9%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question 63Y

Tape Pos. 598-599
Format: I2

F2C63Y YEAR RESPONDENT COMPLETED INTERVIEW

Date questionnaire was completed - year

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1992	92	15987	98.0%	100.0%
RESERVED CODES:				
NO SCHOOL QUEX		324	2.0%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question F2CXTWT

Tape Pos. 600-609
Format: R10.4

F2CXTWT CONTEXTUAL DATA WEIGHT

Use for producing weighted student contextual component statistics, in conjunction with either cross-sectional or longitudinal analyses that also involve school administrator and/or teacher data.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
1.9799 TO 12025.0942..........	00	15695	96.2%	100.0%
RESERVED CODES:				
MISSING....................	00	616	3.8%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question F2CXTFLG

Tape Pos. 610-610
Format: I1

F2CXTFLG SAMPLE MEMBER PART OF F2 CONTEXT SAMPLE

Indicates that a sample member belongs to the contextual components sample. Use this variable for identifying sample members who were both enrolled in an eligible contextual school (eligible for collection of school administrator and teacher data) and who completed a second follow-up student questionnaire.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
MEMBER AND QUEX COMPLETE......	1	15695	96.2%	100.0%
MEMBER BUT NO QUEX COMPLETE...	2	616	3.8%	0.0%
TOTALS:		16311	100.0%	100.0%

Question F2F1SCFL

Tape Pos. 611-611
Format: I1

F2F1SCFL STUDENT ATTENDED SAME SCHOOL IN 1990/92

Indicates whether the student attended the same school during data collection in the first follow-up and second follow-up. This flag does not indicate that the small portion of students who moved from a first follow-up school but returned to the school by data collection in the second follow-up were at the school continuously.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2ADMFLG

Tape Pos. 612-612
Format: I1

F2ADMFLG SCHOOL QUESTIONNAIRE AVAILABLE

Indicates whether or not a school administrator questionnaire is available for all sample members on the file.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
QUEX NOT COMPLETE.............	0	324	2.0%	2.0%
SCHOOL QUEX COMPLETED.........	1	15987	98.0%	98.0%
TOTALS:		16311	100.0%	100.0%

Question F2UNIV1

Tape Pos. 613-616
Format: I4

F2UNIV1 SAMPLE MEMBER STATUS IN ALL THREE WAVES

Indicates simultaneously the base year, first follow-up and second follow-up situation of every student sample member ever in the study. This variable has 107 valid values that account for every pattern encountered in NELS:88. Note however that not all cases are delivered on the public files, so there will be gaps in the range of codes displayed in the codebook and on different files. Value labels in the codebooks begin with BY status, followed by F1 and then F2 status. SAS and SPSS-x value labels follow the same sequence but are, of necessity, much shorter. See Chapter 7 of the School Component Data File User's Manual for a list of abbreviations.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY INELIG f1 in-schl, in-grade f2 in-schl, in-grade.........	0001	100	0.6%	0.9%
BY INELIG f1 in-schl, in-grade f2 in-schl, out-of-grade.....	0002	1	0.0%	0.0%
BY ELIG f1 in-schl, out-of-grade f2 in-schl, in-grade.........	0007	216	1.3%	1.7%
BY ELIG f1 in-schl, out-of-grade f2 in-schl, out-of-grade.....	0008	129	0.8%	1.3%
BY ELIG f1 dropout f2 in-schl, in-grade.........	0013	22	0.1%	0.3%
BY ELIG f1 dropout f2 in-schl, out-of-grade.....	0014	10	0.1%	0.5%
BY ELIG f1 inelig f2 in-schl, in-grade.........	0019	11	0.1%	0.1%
BY ELIG f1 inelig f2 in-schl, out-of-grade.....	0020	1	0.0%	0.0%
BY ELIG f1 out-of-scope f2 in-schl, in-grade.........	0025	7	0.0%	0.0%
BY ELIG f1 out-of-scope f2 in-schl, out-of-grade.....	0026	1	0.0%	0.0%
BY ELIG f1 status unk f2 in-schl, in-grade.........	0031	404	2.5%	1.8%
BY ELIG f1 status unk f2 in-schl, out-of-grade.....	0032	13	0.1%	0.0%
BY ELIG f1 in-schl, in-grade f2 in-schl, in-grade.........	0037	14450	88.6%	86.6%
BY ELIG f1 in-schl, in-grade f2 in-schl, out-of-grade.....	0038	189	1.2%	1.7%
BY NA f1 freshened in-schl, in-grade f2 in schl, in-grade.........	0043	420	2.6%	2.9%
BY NA f1 freshened in-schl, in-grade f2 in schl, out-of-grade.....	0044	32	0.2%	0.2%
BY NA f1 freshened inelig f2 in schl, in-grade.........	0049	3	0.0%	0.0%
BY NA f1 freshened out-of-scope f2 in schl, out-of-grade.....	0062	1	0.0%	0.0%
BY NA f1 freshened status unk f2 in schl, in-grade.........	0067	19	0.1%	0.1%
BY NA f1 freshened status unk f2 in schl, out-of-grade.....	0068	1	0.0%	0.0%
BY NA f1 na f2 freshened in-schl in-grade	0073	236	1.4%	1.3%
BY INELIG f1 in-schl, out-of-grade f2 in-schl, in-grade.........	0078	11	0.1%	0.1%
BY INELIG f1 in-schl, out-of-grade f2 in-schl, out-of-grade.....	0079	4	0.0%	0.0%
BY INELIG f1 dropout f2 in-schl, out-of-grade.....	0085	1	0.0%	0.1%
BY INELIG f1 inelig f2 in-schl, in-grade.........	0090	24	0.1%	0.2%
BY INELIG f1 inelig f2 in-schl, out-of-grade.....	0091	5	0.0%	0.1%
TOTALS:		16311	100.0%	100.0%

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Question F2UNIV2A

Tape Pos. 617-617
Format: I1

F2UNIV2A HOW STUDENT ENTERED THE SAMPLE

Indicates how the student sample member entered the sample.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
BY ELIGIBLE	1	15453	94.7%	94.0%
BY INELIGIBLE	2	146	0.9%	1.5%
F1 FRESHENED	3	476	2.9%	3.3%
F2 FRESHENED	4	236	1.4%	1.3%
TOTALS:		16311	100.0%	100.0%

Question F2UNIV2B

Tape Pos. 618-618
Format: I1

F2UNIV2B BASE YEAR STATUS OF SAMPLE MEMBER

Indicates base year status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FRESHENED(F1/F2)	0	712	4.4%	4.5%
IN-SCHL IN-GRADE	1	15453	94.7%	94.0%
INELIGIBLE	4	146	0.9%	1.5%
TOTALS:		16311	100.0%	100.0%

Question F2UNIV2C

Tape Pos. 619-620
Format: I2

F2UNIV2C FIRST FOLLOW-UP STATUS OF SAMPLE MEMBER

Indicates first follow-up status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
FRESHENED IN F2	00	236	1.4%	1.3%
IN-SCHL INGRADE	01	15192	93.1%	92.3%
IN-SCHL OUTGRADE	02	360	2.2%	3.2%
DROPOUT	03	33	0.2%	0.9%
INELIGIBLE	04	44	0.3%	0.4%
OUT-OF-SCOPE	05	9	0.1%	0.0%
STATUS UNKNOWN	06	437	2.7%	1.9%
TOTALS:		16311	100.0%	100.0%

Question F2UNIV2D

Tape Pos. 621-622
Format: I2

F2UNIV2D SECOND FOLLOW-UP STATUS OF SAMPLE MEMBER

Indicates second follow-up status of sample member.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
IN-SCH INGRADE	01	15923	97.6%	96.0%
IN-SCH OUTGRADE	02	388	2.4%	4.0%
TOTALS:		16311	100.0%	100.0%

Question G12CTRL1

Tape Pos. 623-624
Format: I2

G12CTRL1 SCHOOL CLASSIFICATION REPORTED BY SCHOOL

Classifies the student's second follow-up school type into public, Catholic or other private, as reported by the school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
PUBLIC	01	14022	86.0%	90.9%
CATHOLIC	02	857	5.3%	5.1%
PRIVATE/OTHER RELIGIOUS	03	434	2.7%	2.3%
PRIVATE/NON-RELIGIOUS	04	986	6.0%	1.7%
PRIVATE NOT ASCERTAINED	05	12	0.1%	0.0%
TOTALS:		16311	100.0%	100.0%

Question G12CTRL2

Tape Pos. 625-626
Format: I2

G12CTRL2 SCHOOL CLASSIFICATION

Classifies the student's last attended school type into public, Catholic, private NAIS, and other private-not NAIS, as obtained from Quality Education Data (QED).

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question G12URBN3

Tape Pos. 627-627
Format: I1

G12URBN3 URBANICITY OF SCH DISTRICT/DIOCESE/CNTY

Trichotomizes the urbanicity of the area in which the sample member's last attended school is located. This metropolitan status is defined by QED for public school districts, for Catholic dioceses, or in some cases for the county in which the school is located. QED bases the classifications on the federal information processing standards as used by the U.S. Census.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
URBAN	1	4676	28.7%	28.0%
SUBURBAN	2	6546	40.1%	41.4%
RURAL/OUTSDE MSA	3	5054	31.0%	30.6%
RESERVED CODES:				
MISSING	8	35	0.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

Question G12REGON

Tape Pos. 628-629
Format: I2

G12REGON REGION OF THE COUNTRY (4 CENSUS REGIONS)

Indicates in which of the four U.S. Census regions the student's last attended school is located, based on the school state.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
NORTHEAST	01	3241	19.9%	19.8%
MIDWEST	02	4279	26.2%	25.2%
SOUTH	03	5538	34.0%	35.3%
WEST	04	3253	19.9%	19.7%
TOTALS:		16311	100.0%	100.0%

Question G12STATE

Tape Pos. 630-631
Format: A2

G12STATE LOCATION OF STUDENT'S SCHOOL (STATE)

Indicates the student's last attended school state. The values for this variable are the standard two-column postal office state abbreviations (additional values are listed below).

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2SCENRL

Tape Pos. 632-633
Format: I2

F2SCENRL TOTAL SCHOOL ENROLLMENT COMPOSITE

Categorizes the total enrollment of all grades in the school.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question G12ENROL

Tape Pos. 634-635
Format: I2

G12ENROL TWELFTH GRADE ENROLLMENT COMPOSITE

Categorizes the total twelfth grade enrollment.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2SGSPAN

Tape Pos. 636-636
Format: I1

F2SGSPAN GRADE SPAN OF SCHOOL COMPOSITE

Categorizes the span of grades offered at the school.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2TRMTYP

Tape Pos. 637-637
Format: I1

F2TRMTYP TYPE OF TERM USED BY SCHOOL COMPOSITE

Indicates the type of term system used at the school.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
SEMESTER......................	1	14556	89.2%	97.5%
TRIMESTER.....................	2	426	2.6%	2.5%
RESERVED CODES:				
MISSING....................	8	1329	8.1%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: This variable was recoded on the public data file by NCES in accordance with the confidentiality provisions of PL 100-297.

Question F2CRDRQ1

Tape Pos. 638-642
Format: R5.2

F2CRDRQ1 NUMBER CREDITS FOR GRADUATION COMPOSITE

Indicates the number of credits required by the school for graduation. The credit system for all schools was standardized to facilitate comparison. However, 147 schools have credit systems which could not be standardized. Those 147 schools appear in this composite in their nonstandardized form.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	010.00	41	0.3%	0.2%
	010.50	47	0.3%	0.2%
	011.00	74	0.5%	0.5%
	012.00	35	0.2%	0.3%
	015.00	105	0.6%	0.8%
	016.00	189	1.2%	0.6%
	017.00	263	1.6%	0.8%
	017.33	33	0.2%	0.0%
	017.60	19	0.1%	0.1%
	018.00	749	4.6%	4.8%
	018.60	22	0.1%	0.1%
	019.00	609	3.7%	4.7%
	019.17	23	0.1%	0.1%
	019.30	21	0.1%	0.0%
	019.50	28	0.2%	0.1%
	020.00	2807	17.2%	19.0%
	020.50	88	0.5%	0.4%
	020.80	20	0.1%	0.2%
	021.00	2515	15.4%	17.5%
	021.20	2	0.0%	0.3%
	021.50	26	0.2%	0.1%
	021.67	5	0.0%	0.0%
	022.00	3540	21.7%	24.1%
	022.30	9	0.1%	0.1%
	022.40	22	0.1%	0.1%
	022.50	82	0.5%	0.6%
	023.00	1444	8.9%	9.2%
	023.20	18	0.1%	0.1%
	024.00	1068	6.5%	7.6%
	024.50	19	0.1%	0.2%
	025.00	307	1.9%	1.6%
	026.00	327	2.0%	1.8%
	026.50	12	0.1%	0.1%
	027.00	101	0.6%	0.6%
	027.50	1	0.0%	0.0%
	028.00	145	0.9%	1.2%
	028.50	2	0.0%	0.0%
	029.00	21	0.1%	0.1%
	031.60	12	0.1%	0.1%
	032.00	1	0.0%	0.1%
	032.40	5	0.0%	0.0%
	038.00	3	0.0%	0.2%
	039.00	1	0.0%	0.0%
	040.00	29	0.2%	0.4%
	042.00	7	0.0%	0.1%
	044.00	26	0.2%	0.3%
	046.00	2	0.0%	0.1%
	100.00	22	0.1%	0.1%
	120.00	37	0.2%	0.2%
	128.00	15	0.1%	0.1%
	220.00	1	0.0%	0.1%
RESERVED CODES:				
MISSING......................	999.98	1284	7.9%	(MISS)
NO CREDIT SYSTEM...........	999.99	27	0.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: F2CRDRQ1 does not include standardized credits for all schools. Only F2CRDRQ2 reflects standardized credits for all schools.

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Question F2CRDRQ2

Tape Pos. 643-647
Format: R5.2

F2CRDRQ2 NUMBER OF STANDARD CREDITS TO GRADUATE

Indicates the number of credits required by the school for graduation. The credit system for all schools was standardized to facilitate comparison. The 147 schools which could not be standardized are excluded as missing in this composite.

RESPONSE	CODES	FREQ	PER-CENT	WGTD PCT
	010.00	41	0.3%	0.2%
	010.50	47	0.3%	0.2%
	011.00	74	0.5%	0.5%
	012.00	35	0.2%	0.3%
	015.00	105	0.6%	0.9%
	016.00	173	1.1%	0.6%
	017.00	238	1.5%	0.9%
	017.33	33	0.2%	0.0%
	017.60	19	0.1%	0.1%
	018.00	737	4.5%	4.8%
	018.60	22	0.1%	0.1%
	019.00	583	3.6%	4.6%
	019.17	23	0.1%	0.1%
	019.30	21	0.1%	0.0%
	019.50	28	0.2%	0.1%
	020.00	2759	16.9%	19.5%
	020.50	88	0.5%	0.4%
	020.80	20	0.1%	0.2%
	021.00	2436	14.9%	17.6%
	021.20	2	0.0%	0.3%
	021.50	26	0.2%	0.1%
	021.67	5	0.0%	0.0%
	022.00	3450	21.2%	24.2%
	022.30	9	0.1%	0.1%
	022.40	22	0.1%	0.1%
	022.50	82	0.5%	0.6%
	023.00	1426	8.7%	9.4%
	023.20	18	0.1%	0.1%
	024.00	1067	6.5%	7.9%
	024.50	19	0.1%	0.2%
	025.00	306	1.9%	1.7%
	026.00	327	2.0%	1.9%
	026.50	12	0.1%	0.1%
	027.00	101	0.6%	0.6%
	027.50	1	0.0%	0.0%
	028.00	138	0.8%	1.1%
	028.50	2	0.0%	0.0%
	029.00	21	0.1%	0.1%
	031.60	12	0.1%	0.1%
	032.00	1	0.0%	0.1%
	032.40	5	0.0%	0.0%
	039.00	1	0.0%	0.0%
	040.00	1	0.0%	0.0%
	044.00	11	0.1%	0.1%
RESERVED CODES:				
MISSING......................	999.98	1737	10.6%	(MISS)
NO CREDIT SYSTEM............	999.99	27	0.2%	(MISS)
TOTALS:		16311	100.0%	100.0%

NOTE: F2CRDRQ1 does not include standardized credits for all schools. Only F2CRDRQ2 reflects standardized credits for all schools.

Question F2SCH_ID

Tape Pos. 648-652
Format: I5

F2SCH_ID SCHOOL ID

The school identification number can be used to determine which students attended the same schools, and to merge with other files that carry this key. For example, the second follow-up dropout file includes a variable F2DLSTSC which contains the school ID if the dropout named one of the schools on the school component files as the last school attended prior to the dropout event.

NOTE: This variable was suppressed on the public data file by NCES in accordance with the confidentiality provisions of PL100-297 (1988).

Appendix N

Glossary of NELS:88 Terms

GLOSSARY OF NELS:88 TERMS

Note: Words in the glossary have been cross-referenced. If a word used in a definition has its own entry elsewhere in the glossary, the word appears in italics in its first usage under each entry.

Alternative completer: The NELS:88 second follow-up distinguished three levels of enrollment status: students enrolled in a regular high school program, *dropouts* who had enrolled in (or had completed) some alternative (non-diploma) high school equivalency accrediting program (for example, preparation classes for the *GED test*), and dropouts receiving no alternative instruction. The term "alternative completer" was used for dropouts receiving any sort of instruction to prepare them for equivalency certification, and for dropouts who had already received the GED or other equivalency certification. In terms of questionnaire completion, alternative completers were treated in two ways. Dropouts receiving alternative instruction in preparation for possible equivalency certification were administered the dropout questionnaire. Those dropouts who had received the GED or other high school equivalency certification were treated as school completers, and were administered the *student questionnaire*.

Augmentation students: See State augmentation students.

Base year ineligible (BYI) study: A NELS:88 First follow-up study which sought to locate and survey eligible respondents who were part of the Base Year *sample*, yet were ineligible to participate in the Base Year due to mental or physical incapacity, language barrier, or other factors. (See entry for "Followback study of excluded students.")

Bias (due to nonresponse): Difference that occurs when respondents differ as a group from nonrespondents on a characteristic being studied.

Bias (due to undercoverage): This bias arises because some portion of the potential sampling frame is missed or excluded. For example, if the school list from which a school *sample* is drawn is incomplete or inaccurate, school undercoverage may occur. In NELS:88 the most important potential source of undercoverage bias was exclusion of 5.37 percent of the potential sample of eighth graders in the base year. (See entry for "Base year ineligible study" and "Followback study of excluded students.")

Bias (of an estimate): The difference between the expected value of a *sample* estimate and the corresponding true value for the *population*.

Burden: Formally, this is the aggregate hours realistically required for data providers to participate in a data collection. Burden also has a subjective or psychological dimension: the degree to which providing information is regarded as onerous may depend on the salience to the respondent of the questions that are being posed and on other factors such as competing time demands.

BY: NELS:88 Base Year Study conducted in 1988.

Carnegie units: A standard of measurement used for secondary education that represents the completion of a course that meets one period per day for one year.

CCD: Common Core of Data. Data annually collected from all public schools in the United States by the National Center for Education Statistics.

CD-ROM: Compact Disc Read-Only Memory. A computer storage disk in the same physical form as an audio CD. A CD-ROM can store approximately 650 megabytes of digital data. NELS:88 data are available both in magnetic media, such as tapes, as well as in optical laser disc media, such as CD-ROM.

Ceiling effect: The result of a cognitive test having insufficient numbers of the more difficult items. In a *longitudinal* study, ceiling effects in the follow-up testings can cause change scores to be artificially constrained for high ability examinees. More information (that is, smaller error of measurement) is obtained with respect to ability level if high ability individuals receive relatively harder items (and if low ability individuals receive proportionately easier items). The matching of item difficulty to a person's ability level yields increased *reliability* at the extremes of the score distribution where it is most needed for studies of longitudinal change. That is, the measurement problems related to *floor* and ceiling effects in combination with regression effects found at the extreme score ranges seriously hamper the accuracy of change measures in longitudinal studies. Hence one strategy employed in NELS:88 to minimize ceiling effects was to develop test forms that are "adaptive" to the ability level of the examinee. The multilevel tests used in the first and second follow-ups of NELS:88--with test assignment based on prior test performance--work to minimize the possibility of ceiling effects biasing the estimates of the score gains. (See entry for "Floor effect.")

Certainty school: A first or second follow-up school attended by four or more NELS:88 *sample* members, as determined by *tracing* and data collection efforts. These schools are included in the sample with certainty (probability = 1). All NELS:88 first follow-up sample members in the school at the time of data collection were included in the second follow-up.

Closed-ended: A type of question in which the data provider's responses are limited to given alternatives as opposed to an *open-ended* question. (See entry for "Open-ended.")

Cluster size: The number of NELS:88 *sample* members attending a particular high school.

Codebook: A *record* of each variable being measured, including variable name, columns occupied by each variable in the data matrix, values used to define each variable, unweighted frequencies, unweighted percents, and weighted valid percents. (See entry for "electronic codebook.")

Cognitive test battery: One of the two parts of the Student Survey (the second part being the *student questionnaire*). Four achievement areas (mathematics, reading, science, and social studies [history/citizenship/geography]) were measured.

Cohort: A group of individuals who have a statistical factor in common, for example, year of birth or grade in school or year of high school graduation. NELS:88 embraces three overlapping but distinct nationally-representative grade cohorts: 1987-88 eighth graders, 1989-90 high school sophomores, and 1991-92 high school seniors.

Composite variables: A composite variable is one that is constructed through either the combination of two or more variables (socioeconomic status, for example) or calculated through the application of a mathematical function to a variable. Also called a "derived variable" or "constructed variable."

Confidence interval: A *sample*-based estimate expressed as an interval or range of values within which the true *population* value is expected to be located (with a specified degree of confidence).

Contextual data: In NELS:88, the primary unit of analysis is the student (or *dropout*), and information from the other study components, referred to as the contextual data, should be viewed as extensions of the student data--for example, as *school administrator*, *teacher*, and *parent* reports on the student's school learning environment or home situation.

Core school: School that was selected between Phases 1 and 2 of the second follow-up to receive the full complement (*School Administrator, Teacher*, Transcript) of study components, and for in-school data collection sessions.

Core student: Students who are part of the primary *cohort* of NELS:88, in contrast to *state augmentation* or *School Effectiveness Study* students. The core students include those chosen as eighth graders in the 1988 Base Year Study and those added to the *sample* through *freshening* procedures during the first or second follow-up.

Core study: The original NELS:88 study, in contrast to the study with additions and follow-up additions like the *state augmentation* studies and the *School Effectiveness Study*.

Course offerings: School-level summaries of courses offered and of course enrollment levels; while in *HS&B* course offerings data were collected for all schools, in NELS:88 such data have been collected only for schools in the *School Effectiveness Study*.

Cross-sectional survey: A cross-sectional design represents events and statuses at a single point in time. For example, a cross-sectional survey may measure the cumulative educational attainment (achievements, attitudes, statuses) of students at a particular stage of schooling (for example, eighth grade, tenth grade, or twelfth grade). In contrast, a *longitudinal* (or repeated measurement of the same *sample* units) survey measures the change or growth in educational attainments that occurs over a particular period of schooling. The longitudinal design of NELS:88 generates--by means of sample "*freshening*"--three representative cross-sections (eighth graders in 1988, high school sophomores in 1990, seniors in 1992) and permits analysis of individual level change over time through longitudinal analysis and of group level and intercohort change through the cross-sectional comparisons. (See entry for "Longitudinal or Panel Survey.")

Data element: The most basic unit of information. In data processing it is the fundamental data structure. It is defined by its size (in characters) and data type (e.g. alphanumeric, numeric only, true/false, date) and may include a specific set of values or range of values.

Design effect: A measure of *sample* efficiency. The design effect (DEFF) is the *variance* of an estimate divided by the variance of the estimate that would have occurred if a sample of the same size had been selected using simple random sampling. Sometimes it is more useful to work with *standard errors* than with variances. The root design effect (DEFT) expresses the relation between the actual standard error of an estimate and the standard error of the corresponding estimates from a simple random sample.

Dropout: The term is used both to describe an event--leaving school before graduating--and a status--an individual who is not in school and is not a graduate at a defined point in time. The "*cohort* dropout rate" in NELS:88 is based on measurement of enrollment status of 1988 eighth graders two and four years later (that is, in the spring term of 1990 and the spring term of 1992) and of 1990 sophomores two years later. A respondent who has not graduated from high school or attained an equivalency certificate and who has not attended high school for 20 consecutive days (not counting any excused absences) is considered to be a dropout. In contrast, transferring schools--for example, from a public to a private school--is not regarded as a dropout event, nor is delayed graduation (as when a student is continuously enrolled but takes an additional year to complete school). A person who drops out of school may later return and graduate: at the time the person left school initially, he or she is called a "dropout," and at the time the person returns to school, he or she is called a "*stopout*."

Early graduate: A student who graduated from high school in less than the typical amount of time. For example, if a student graduated in December of his/her senior year (when the majority of his/her classmates graduate the following May or June), the student is categorized as an early graduate. In the main study data collection, early graduates were administered a special supplement in the *student questionnaire* along with the *cognitive test battery*.

Electronic codebook (ECB): While hardcopy *codebooks* with item stems, response categories, associated response frequency distributions, unweighted percents, and weighted valid percents are contained within the NELS:88 user's manuals, NELS:88 data are also available on *CD-ROM* in an electronic codebook (ECB) format. For example, the electronic codebook created for the combined base year first follow-up NELS:88 data is a menu-driven system that allows users to perform functions such as the following: (a) search a list of NELS:88 *BY-F1* database variables based upon key words or variable names/labels; (b) display weighted and unweighted percentages for each variable in the database; (c) display question text for each variable in the database; (d) select or tag variables for subsequent analysis; (e) generate SAS-PC or SPSS-PC+ program code/command statements for subsequently constructing a system file of the selected variables; and (f) generate a codebook of the selected variables. An electronic codebook is also being prepared for the NELS:88 second follow-up data, and will again be housed on a CD-ROM.

ETS: Educational Testing Service. *NORC*'s subcontractor for NELS:88 cognitive test development and evaluation.

F1: The NELS:88 first follow-up, conducted in 1990.

F2: The NELS:88 second follow-up, conducted in 1992.

File: Refers to a data file containing a set of related computerized *records*.

Floor effect: The result of a cognitive test being too difficult for a large number of the examinees, causing the low ability examinees to receive chance scores on the first testing, and on subsequent testings if the test remains too difficult. Floor effects result in an inability to discriminate among low ability individuals at time one or time two, and there will be no reliable discrimination among examinees with respect to amounts of change. A possible solution, utilized in NELS:88, is to develop test forms that are "adaptive" to the ability level of the examinee, which tends to minimize the possibility of floor effects biasing the estimates of the score gains.

Followback study of excluded students: A continuation in the NELS:88 second follow-up of a special substudy begun in the first follow-up as (see entry for) the *base year ineligibles study*.

Freshening: A NELS:88 sampling procedure by which high school sophomores were added in the first follow-up who were not in the eighth grade in the U.S. two years before. This process was repeated in the second follow-up, adding high school seniors who were not in the eighth grade in the U.S. four years before, and not in the tenth grade in the U.S. two years before. This process ensured that the *sample* would be representative of the 1992 senior class by allowing 1992 seniors who did not have a chance for selection into the base year (or the first follow-up) sample to have some probability of 1992 selection.

GED recipient: A person who has obtained certification of high school equivalency by meeting state requirements and passing an approved exam, which is intended to provide an appraisal of the person's achievement or performance in the broad subject matter areas usually required for high school graduation. (See entry for "GED test" and "Alternative completer.")

GED test: General Educational Development test. A test administered by the American Council on Education as the basis for awarding a high school equivalent certification.

HS&B: High School and Beyond. The second in the series of *longitudinal* education studies sponsored by NCES. The HS&B Base Year study surveyed sophomore and senior students in 1980.

IEP: Individualized Education Program in special education for students with a mental or physical disability.

IRT: Item Response Theory. A method of estimating achievement level by considering the pattern of right, wrong, and omitted responses on all items administered to an individual student. Rather than merely counting right and wrong responses, the IRT procedure also considers characteristics of each of the test items, such as their difficulty, and the likelihood that they could be guessed correctly by low-ability individuals. IRT scores are less likely than simple number-right or formula scores to be distorted by correct guesses on difficult items if a student's response vector also contains incorrect answers to easier questions. Another attribute of IRT that makes it useful for NELS:88 is the calibration of item parameters for all items administered to all students. This makes it possible to obtain scores on the same scale for students who took harder or easier forms of the test. IRT also permits vertical scaling of the three grade levels (grade 8 in 1988, grade 10 in 1990, grade 12 in 1992).

Item nonresponse: The amount of missing information when a valid response to an item or variable was expected. (See entry for "Unit-nonresponse.")

LEP: Limited English Proficient. A concept developed to assist in identifying those language-minority students (individuals from non-English language backgrounds) who need language assistance services, in their own language or in English, in the schools. (See entries for "NEP" and "LM.") The Bilingual Education Act, reauthorized in 1988 (PL 100-297), describes a limited English proficient student as one who:

1) meets one or more of the following conditions:
    a) the student was born outside of the United States or the student's native language is not English;
    b) the student comes from an environment where a language other than English is dominant; or
    c) the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
2) has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

LM: Language Minority. A fully English proficient student in whose home a non-English language is typically spoken. This groups includes students whose English is fluent enough to benefit from instruction in academic subjects offered in English.

Longitudinal or panel survey: In a longitudinal design, similar measurements--of the same *sample* of individuals, institutions, households or of some other defined unit--are taken at multiple time points. NELS:88 employs a longitudinal design that follows the same individuals over time, and permits the analysis of individual-level change. (See entry for "Cross-sectional survey.")

Machine editing: Also called forced data cleaning or logical editing. Uses computerized instructions in the data cleaning program that ensure common sense consistency within and across the responses from a data provider.

Microdata (microrecords): Observations of individual *sample* members, such as those contained on the NELS:88 data *files*.

MSA: Metropolitan statistical area. A large population nucleus and the nearby communities which have a high degree of economic and social integration with that nucleus. Each MSA consists of one or more entire counties (or county equivalents) that meet specified standards pertaining to population, commuting ties, and metropolitan character. (However, in New England, towns and cities, rather than counties, are the basic units.) MSAs are designated by the Office of Management and Budget (*OMB*). An MSA includes a city and, generally, its entire urban area and the remainder of the county or counties in which the urban area is located. A MSA also includes such additional outlying counties which meet specified criteria relating to metropolitan character and level of community of workers into the central city or counties.

Multidimensional raking: An adjustment procedure in weighting whereby the sum of the weights for each marginal category of respondents in the follow-up rounds of NELS:88 was made equal to the corresponding sum of the final prior round weights for that group.

NAEP: The National Assessment of Educational Progress.

NAIS: The National Association of Independent Schools. This organization endorsed NELS:88. NAIS schools form a base year school sampling stratum in NELS:88, and NAIS constitutes a category within the restricted use *file* school control type variable.

NCEA: The National Catholic Educational Association. This organization endorsed NELS:88.

NCES: The National Center for Education Statistics, Office of Educational Research and Improvement, of the U.S. Department of Education. This governmental agency is the primary sponsor of NELS:88, and is also the sponsoring agency for (among other studies) *NAEP*, *HS&B*, and *NLS-72*.

NELS:88: The National Education Longitudinal Study of 1988. Third in the series of *longitudinal* education studies sponsored by NCES. The study began in 1988 with the eighth-grade class of that year. The study has collected data in 1988, 1990, and 1992 on student's school experiences, as well as background information from *school administrators*, *teachers* and *parents* (in the base year and second follow-up only). The study seeks to learn about students' educational experiences and outcomes from eighth grade through high school and beyond.

NEP: No English Proficiency. A student who does not speak English. (See entry for "LEP.")

NLS-72: The National Longitudinal Study of the High School Class of 1972. This project was the first in the series of *longitudinal* education studies sponsored by NCES.

Noncertainty schools: Schools in which fewer than four (three, two or one) NELS:88 students attended. These schools were not subsampled for participation in the *School Administrator, Teacher*, and Transcript components. Additionally, the survey instruments were not administered in group sessions in the schools, as was done in the *certainty schools*.

Nonresponse: (See entry for "Item nonresponse" and "Unit nonresponse.")

Nonsampling error: An error in *sample* estimates that cannot be attributed to sampling fluctuations. Such errors may arise from many sources including imperfect implementation of sampling procedures, differential unit or *item nonresponse* across subgroups, *bias* in estimation, or errors in observation and recording.

NORC: The National Opinion Research Center at The University of Chicago. NORC conducts NELS:88 for the National Center for Education Statistics.

NSF: The National Science Foundation, which is one of the sponsors of NELS:88. The National Science Foundation awards grants and contracts to individuals and organizations to conduct research. NSF sponsored two components of the second follow-up: 1) additions to the *student questionnaire* to learn about students' experiences and their exposure to mathematics and science curricula, and 2) a *teacher survey* of mathematics and science teachers to obtain evaluations of their NELS:88 student(s) and to learn about their classroom practices and background preparation for teaching.

OBEMLA: The Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. OBEMLA funded a NELS:88 supplement that inquired into the education experiences of students whose native language is other than English.

OMB: The Office of Management and Budget, U.S. Executive Branch. OMB is a federal agency with the responsibility for reviewing all studies funded by executive branch agencies. OMB reviewed, commented on, and approved the NELS:88 questionnaires, as indicated by their approval number and its expiration date in the top right corner of the questionnaire covers.

Open-ended: A type of question in which the data provider's responses are not limited to given alternatives.

Optical disk: A disk that is read optically (e.g., by laser technology), rather than magnetically. (See entry for "CD-ROM.")

Optical scanning: A system of recording responses that transfers responses into machine-readable data through optical mark reading. This method of data capture was used for the NELS:88 *student questionnaires* and *cognitive tests*, as well as for the *parent* and *teacher questionnaires*. (In contrast, responses to certain other questionnaires, such as the *school administrator questionnaire*, were keyed by using conventional data entry methods.)

Out-of-sequence: This term means that a student is not in the grade that he/she would be in if progressing with the majority of the *cohort* through school. For example, most NELS:88 *sample* members were in the tenth grade in the 1989-90 school year; one would be described as out-of-sequence if found to be in the eleventh grade in the 1989-90 school year.

Parent, NELS-targeted parent/guardian: The NELS:88 Parent Component sought to collect information from parents of eligible student/*dropout* respondents. It was asked that the parent or guardian who knew most about his or her child's educational experience complete the questionnaire.

PIN: Personal Identification Number. A unique number assigned to each district and school.

Population: All individuals in the group to which conclusions from a data collection activity are to be applied. Weighted results of NELS:88 data provide estimates for populations and subgroups.

Population variance: A measure of dispersion defined as the average of the squared deviations between the observed values of the elements of a population or *sample* and the population mean of those values.

Postsecondary education: The provision of formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalent. This includes programs of an academic, vocational, and continuing professional education purpose, and excludes avocational and adult basic education programs.

Poststratification adjustment: A weight adjustment that forces survey estimates to match independent *population* totals within selected poststrata (adjustment cells).

Precision: The difference between a *sample*-based estimate and its expected value. Precision is measured by the *sampling error* (or *standard error*) of an estimate.

Probability sample: A sample selected by a method such that each unit has a fixed and determined probability of selection.

QED: Quality Education Data. QED is a commercial firm that publishes national directories of all public and private schools and districts. Its list of schools in the U.S. constituted the sampling frame for the base year, and provided important information on school location, principal's name, minority enrollment, and other characteristics.

Range check: A determination of whether responses fall within a predetermined set of acceptable values.

Record format: The layout of the information contained in a data *record* (includes the name, type, and size of each field in the record).

Records: A logical grouping of *data elements* within a *file* upon which a computer program acts.

Reliability: The consistency in results of a test or measurement including the tendency of the test or measurement to produce the same results when applied twice to some entity or attribute believed not to have changed in the interval between measurements.

Sample: Subgroup selected from the entire *population*.

Sampling error: The part of the difference between a value for an entire *population* and an estimate of that value derived from a *probability sample* that results from observing only a sample of values.

Sampling variance: A measure of dispersion of values of a statistic that would occur if the survey were repeated a large number of times using the same *sample* design, instrument and data collection methodology. The square root of the sampling variance is the *standard error*.

School administrator questionnaire: This questionnaire was to be completed by the principal and/or someone designated by the principal. The questionnaire sought basic information about school policies, number of students in each class, curriculum offered, programs for disadvantaged and disabled students, and other school characteristics.

School climate: The social system and culture of the school, including the organizational structure of the school and values and expectations within it.

School Coordinator: A person designated in each school to act as a contact person between the school and *NORC*. This person assisted with establishing a *survey day* in the school, and in some cases where the school *cluster size* was very small, the School Coordinator administered the student instruments.

School Effectiveness Study: A component of NELS:88 added to the first follow-up to permit the study of school effects. The supplement substantially increased *cluster sizes* and provided in-school representative student *samples* at approximately 250 urban and suburban schools in the thirty largest *MSAs* in order to permit researchers to assess the impact of various school characteristics (such as structural and management characteristics and *school climate*) on student outcomes (such as student achievement and educational experience). This component was continued in the second follow-up, and included *student*, *school administrator*, *teacher*, and *parent questionnaires*, transcript surveys, as well as a *course offerings* component.

Standard deviation: The most widely used measure of dispersion of a frequency distribution. It is equal to the positive square root of the *population variance*.

Standard error: The positive square root of the *sampling variance*. It is a measure of the dispersion of the sampling distribution of a statistic. Standard errors are used to establish *confidence intervals* for the statistics being analyzed.

State augmentation students: In the base year, certain states funded a *sample* of additional schools in the state to produce a representative sample of schools in the state. In this sense, the state's sample was "augmented" to maximize the utility of the NELS:88 data for those states. The students from those base year schools were designated as "augmentation" students, and were followed and surveyed in the first follow-up, though the students had dispersed to many tenth-grade schools. In the second follow-up these students were surveyed again.

Stopout: A student who had one or more occurrences of school non-attendance for 20 or more days (not including any excused absences) who subsequently returned to school. In NELS:88, this term was used for temporary dropouts *within a round* (e.g., out of school in fall 1989 but back spring 1990, as contrasted to 1990 dropouts who were back in school in spring term of 1992).

Student questionnaire: One of the two parts of the student survey (the other part is the *cognitive test battery*). This instrument contained a locator section for *tracing sample* members for future waves of NELS:88 and a series of questions about courses taken, hours spent on homework, and perceptions of the school and the home environment.

Survey day: A day chosen by the school during the data collection period when an *NORC* interviewer and a clerical assistant (or the *School Coordinator* in schools with only a small group of *sample* members) administered the survey to the school's sample of students. The survey day session lasted about three hours for the actual data collection, with about thirty minutes each for preparation and clean-up/preparation of completed materials for mailing.

Teacher questionnaire: Math and science teachers of selected students were asked to complete a teacher questionnaire, which collected data on school and teacher characteristics (including teacher qualifications and experience), evaluations of student performance, and classroom teaching practices.

Teacher, NELS-targeted teacher sample: In the base year and first follow-up, two teacher reports were sought for each student, reflecting a combination of two subjects from four subject areas (English, social studies, science, mathematics). In the second follow-up, one teacher report per pupil was sought for those students who were enrolled mathematics, science, or both, in one of the schools designated for school *contextual data* collection.

Tracing: The locating (and ascertaining of school enrollment status) of NELS:88 *sample* members. Sample members were traced at six points in time subsequent to eighth grade: autumn term 1988, autumn term 1989, spring term 1990, autumn term 1990, autumn term 1991, and spring term 1992.

Transfer student: A NELS:88 *sample* member who moved from one school to another after the subsampling of schools between Phase 1 (the *tracing* of sample members to their school of enrollment) and Phase 2 (the re-verification of *sample* members' school of enrollment).

Unit nonresponse: Failure of a survey unit (for example, at the institutional level, a school, or at the individual level, a respondent, such as a student or a teacher) to cooperate or complete survey instrument. Unit nonresponse may be contrasted to *item nonresponse*, which is the failure of a participating *sample* member to give a valid response to a particular question on a survey instrument.

Validity: The capacity of an item or measuring instrument to measure what it was designed to measure; stated most often in terms of the correlation between scores in the instrument and measures of performance on some external criterion. *Reliability*, on the other hand, refers to consistency of measurement over time. (See entry for "Reliability.")

Variance: See entry for "Population variance" and "Sampling variance."

Weighted estimates: Estimates from a *sample* survey in which the sample data are statistically weighted (multiplied) by factors reflecting the sample design. The weights (referred to as sampling weights) are typically equal to the reciprocals of the overall selection probabilities, multiplied by a *nonresponse* or *poststratification adjustment*. Thus, for example, the 1,035 completed *school administrator questionnaires* in the NELS:88 base year represent a *population* of 38,774 schools. Individual completed cases (that is, base year school administrator questionnaires) may "represent" anywhere from a minimum of 1.5 schools to a maximum of 387.3 schools. To take another example, 12,111 base year questionnaire respondents reported themselves to be male, and a slightly greater number (12,244) reported themselves to be female. When these cases are multiplied by the nonresponse-adjusted student weights to yield a weighted percent that reflects the national population of eighth graders, the estimate for males is 50.1 percent of the 1988 eighth-grade *cohort* while females are estimated to comprise 49.9 percent of the nation's 1988 eighth graders.

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